

Request for Proposals 2024-2027

21st Century Community Learning Centers

Due Date: 12:00 p.m. NOON EDT, April 23, 2024

The North Carolina Department of Public Instruction (NCDPI) is pleased to announce the 21st Century Community Learning Centers (CCLC) 2024-2027 Cohort 17 summer Grant Program Request for Proposals. Please note that all federal funds are contingent upon U.S. Congressional approval of the budget on an annual basis.

NOTE: Applicants are strongly encouraged to read this entire document, prior to beginning their proposal. Please consider all requirements for eligibility, assurances, funding methods, disqualification, and data collection and reporting prior to submitting a proposal.

TABLE OF CONTENTS

TENTATIVE TIMELINE - (<i>NOTE: Dates are subject to change.</i>)	5
PART 1: GENERAL INFORMATION	6
Background of the 21 st Century Community Learning Centers (CCLC)	6
Purpose of the Grant	7
Required Academic Year Program.....	8
Optional Summer Learning Programs	10
Standard Summer Learning Program	11
Summer Intensive Programs	11
Eligibility to Apply.....	12
Eligible Entities.....	12
Prior History – Prior 21 st CCLC Award Recipients.....	13
Good Standing	13
Student Participant Eligibility.....	14
Program Fees.....	15
Priority for Awards.....	16
Absolute Priority	16
Competitive Priorities	16
Quality Review Scores and Technical Deductions.....	18
Grant Awards and Duration	18
Overview	18
Funding Levels.....	19

Required Academic Year Out-of-School Time Program Funding Levels	19
Optional Summer Learning Program(s) Funding Levels	20
Continuation of Funding Requirements	20
Annual Continuation Application Requirements	21
Annual Award Funding Installments	21
Qualifying for Annual Funding Installments: Consistent Student Attendance – Academic Year Programs	21
Funding Reimbursement Notice	23
Federal Reporting Requirements	23
NCDPI State Reporting Requirements	24
Awarded 2024-2027 NCDPI Cohort 17 21 st CCLC Grant Recipient On-boarding and Conference Requirements	25
PART 2: HOW TO APPLY	26
Submit the application in CCIP by 12:00 p.m. NOON EDT on April 23, 2024	28
Funding Application Components	28
Funding Application: Budget Section.....	29
Funding Application	31
Grant Details	31
Related Documents Section.....	40
PART 3: APPLICATION REVIEW AND SELECTION PROCESS	45
PART 4: APPENDICES.....	47
Appendix A: 2024-2027 NCDPI Statewide Performance Goals.....	47
Appendix B: Glossary of Terms.....	52
Appendix C: Sample Program Schedules	58
Appendix D: Resources	61

Information on NC Schools and Students..... 61

Appendix E: Summer Intensive Program Development and Implementation Resources64

Appendix F: Application Scoring Rubric..... 69

Appendix G: Appeals Process 79

TENTATIVE TIMELINE - (NOTE: Dates are subject to change.)	
February 2, 2024	Cohort 17 Notice of Intent posted. Click here to complete.
February 28-29, 2024	<p><u>Technical Assistance (TA) Webinars</u> – February 28th – (10am-12 noon) RFP Cohort 17 Day 1 TA Webinar Link</p> <p>February 29th – Virtual TA Webinar (10am-12 noon) RFP Cohort 17 Day 2 TA Webinar Link</p>
March 1, 2024	Cohort 17 Notice of Intent Form closes and responses submitted to the NCDPI via Qualtrics link
Online for access at any time	<p><u>CCIP Virtual New Users Training</u> Password for Training kSZGyiv4 CCIP New Users Training Link</p>
March 7, 2024	Application opens in CCIP
April 23, 2024	<u>Applications Due</u> – Application submitted through CCIP and time stamped by 12:00 p.m. NOON Eastern Daylight Time. Applications must at least be at ‘Draft Completed’ to be considered for review and/or evaluation.
April-June	Level I, II, and III Reviews
July 11, 2024	<u>SBE Meeting</u> – Anticipated meeting for new grant recommendations for SBE review and approval as Action on First Reading.
July 15, 2024	<u>Notifications to Approved/Not Approved Applicants</u> – Applicants notified of approval or non-approval.
August 6, 2024	In person Onboarding at Foundations Conference- Location TBA 9am 4pm
August 13, 2024	CCIP opens for Related Documents and 208 Form Uploads at 8 a.m.
September 13, 2024	CCIP Related Documents and 208 Form Uploads due to be considered on time for NCDPI Programmatic Risk Assessment

PART 1: GENERAL INFORMATION

Background of the 21st Century Community Learning Centers (CCLC)

The 21st Century Community Learning Centers (CCLC) Program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA) of 1965 as amended by Every Student Succeeds Act (ESSA) of 2015. Beginning with grants initially funded in the 2017-2018 school year, 21st CCLC programs must comply with the provisions outlined in ESSA. Additional information about ESSA is located [HERE](#).

The U. S. Department of Education (USED) awards formula grants to the North Carolina Department of Public Instruction (NCDPI) which in turn makes ***competitive reimbursement grants*** available to eligible entities. Generally, a new competition is offered once every three years in North Carolina. Please note that availability of grant funds for new competitions and continuation awards is contingent upon budget approval by the U.S. Congress each year. Visit the NCDPI [21st CCLC web page](#) for additional information as it becomes available.

Section 4204(a) of the ESSA defines Expanded Learning Programs (ELPs) as enrichment and academic activities that are included as part of a program that provides students at least 300 additional program hours before, during, or after the traditional school day. In addition, ELPs must supplement, but not supplant regular school day requirements. States receiving 21st CCLC funds may, but are not required, to support ELP activities. At this time, the North Carolina 21st CCLC program does not include ELPs as defined under the ESSA in the competitive grant program.

Section 4204(j) of the ESSA describes that a state may, but is not required, to renew a subgrant provided under this part to an eligible entity, based on the eligible entity's performance during the preceding subgrant period. North Carolina does not currently offer renewability as allowed under the ESSA.

As of January 2024, USED is in the process of updating its 21st CCLC Non-Regulatory Guidance document. For the purposes of this RFP, NCDPI utilized USED's current [21st CCLC Non-Regulatory Guidance](#) issued in February 2003. Upon adoption of new 21st CCLC Non-Regulatory Guidance at the federal level, NCDPI will notify subgrantees of any changes to guidance provided in this RFP, as well as related webinars and technical assistance offerings.

Purpose of the Grant

Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015, the purpose of the grant is to provide federal funds to establish or expand community learning centers that operate during out-of-school time (OST) hours with three specific purposes:

- 1. Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students (particularly students in high poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and math.**

The 21st CCLC program supports the creation of community learning centers that provide safe learning environments for students, particularly students who attend high-poverty and low-performing, Comprehensive Support and Improvement (CSI), and/or Targeted Support and Improvement (TSI) schools. Centers provide a range of academic enrichment services to support student learning and personal development. These services can include but are not limited to tutoring and mentoring, homework assistance, academic enrichment (such as small group reading circles, math manipulatives, or hands-on science or technology programs). Activities need to be engaging as well as effective to ensure active student participation.

- 2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.**

The program should be designed to improve academic achievement and to engage students in quality enrichment opportunities. For students who have not been successful in the regular day school, more of the same is not likely to produce success. In general, enrichment activities are multi-disciplinary whereby the student must use academic skills from multiple subject areas learned during the school day. Enrichment activities should also broaden students' experiences by including the arts, recreation, health, and cultural activities.

- 3. Offer families of students served by 21st CCLCs opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.**

21st CCLC programs must also offer families of participating students educational and personal development opportunities, particularly in the area of literacy and related educational development. Effective 21st CCLC programs facilitate family engagement opportunities designed to support a child’s academic and social development that are complementary and more frequent than have been traditionally offered by the regular school day program.

Program Design Overview

Required Academic Year Program

All proposed 2024-2027 NCDPI Cohort 17 21st CCLC Grant Programs must offer out-of-school time programming during the academic year for each year of the grant cycle. For the purposes of this grant, NCDPI defines academic year out-of-school time hours as before the start of the school day, after the school day ends, and/or weekends based on proposed feeder school(s) approved academic year calendar(s). Additionally, 21st CCLC programs may offer services to students during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days.

Enrollment and Dosage Minimum Requirements

All proposed academic year 21st CCLC programs must enroll a minimum of (50) students and operate for a minimum of (300) student contact hours prior to the end of the academic year for each year of the grant cycle.¹

Each enrolled student must be given the opportunity to attend all scheduled activities offered during 21st CCLC program hours when a center is open (e.g., cannot serve only third graders on Monday and Wednesday and only fifth graders on Tuesday and Thursday). Travel time to and/or from the 21st CCLC program does not count towards the (300) hour minimum requirement.

Performance Goals and Objectives Alignment Requirement

NCDPI has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC Programs. Beginning with the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program, all awarded applicants will be required to design their proposed academic year programs to align with the NCDPI 21st CCLC statewide goals. Additionally, awarded applicants will be required to collect and report outcome data as it relates to the statewide goals. The 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program Performance Goals and Objectives can be found in [Appendix A](#).

¹ Though applicants have the flexibility to propose when they will operate during out-of-school-time hours in order to meet the (300) hour requirement, it is recommended that 21st CCLC programs operate five days per week and seek to provide learning opportunities for school holidays and breaks whenever possible. [Research](#) demonstrates the most successful out-of-school-time programs operate 15 hours or more each week during the school year.

To demonstrate alignment with NCDPI's statewide performance goals, all proposed 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant applicants must propose to offer academic year services in core academic areas, enrichment, and family engagement in the following ways:

Core Academic Areas

All proposed 21st CCLC centers must offer annual services during the academic year in at least two (2) of the following core academic areas per grade span (i.e., PreK, K-5, 6-8, 9-12):

- **PreK Centers:**
 - Early literacy programming aligned with [NC Foundations for Early Learning and Development](#) Language Development and Communication subdomains of Foundations of Reading and Foundations of Writing.
 - Math programming aligned with [NC Foundations for Early Learning and Development](#) Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning, and Mathematical Thinking and Expression.
 - Science programming aligned with [NC Foundations for Early Learning and Development](#) Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning and Scientific Exploration and Knowledge
- **K-12 Centers:**
 - Literacy programming aligned with feeder district(s)/school(s) annual literacy support plans;
 - Math programming aligned with feeder district(s)/school(s) annual math support plans;
 - Science programming aligned with NCDPI's [2023 K-12 Science Standards](#).

Enrichment

All proposed 21st CCLC centers must offer annual enrichment support activities during the academic year in at least two (2) of the following areas per grade span (i.e., PreK, K-5, 6-8, 9-12):

- **PreK Centers:**
 - Arts programming (i.e., dance, music, theatre, visual arts) aligned with [NC Foundations for Early Learning and Development](#) domains of Approaches to Play and Learning and Cognitive Development (with a focus on the subdomain of Creative Expression)
 - Workforce Development programming utilizing age-appropriate implementation methods outlined in Table 1 ([Appendix A](#)).
 - Physical Education programming aligned with [NC Foundations for Early Learning and Development](#) domains Approaches to Play and Learning and Health and Physical Development

- Health Education programming aligned with [NC Foundations for Early Learning and Development](#) domains Approaches to Play and Learning and Emotional and Social Development.
- K-12 Centers:
 - Arts programming (i.e., dance, music, theatre, visual arts) aligned with NCDPI's [Arts Standard Course of Study](#)
 - Workforce Development programming utilizing age-appropriate implementation methods outlined in Table 1 (Appendix A) and aligned to the [NCDPI CTE Essential Standards](#) (Grades 5-12 only).
 - Physical Education programming aligned with [NCDPI K-12 Physical Education Essential Standards](#)
 - Health Education programming aligned with [NCDPI K-12 Health Education Essential Standards](#)
 - STEM programming aligned with the NCDPI adopted [Digital Learning \(K-12\)](#)

Family Engagement

All proposed subgrantees must offer annual family engagement services during the academic year that meet the following requirements:

- Overall 21st CCLC family engagement plan is aligned with feeder district(s)/school(s) family engagement plans
- Host at least three (3) educational workshops annually for families of participating students focused on each of the following topics:
 - Educational Workshop 1: must focus on deepening participating families' understanding of the connection between consistent school-day attendance and future student success.
 - Educational Workshop 2: must focus on offering families training on age-appropriate strategies and resources for supporting students' positive academic behaviors and/or social-emotional well-being.
 - Educational Workshop 3: must focus on offering families' the opportunity to gain skills and knowledge for supporting students' academic needs including literacy and related educational development.

Required Academic Year Program Start Date

All proposed 2024-2027 NCDPI Cohort 17 21st CCLC Grant Programs must be fully operational and serving students by **October 15th each year** during the three (3) year grant cycle. Awarded programs who do not meet the October 15th deadline may be subject to funding reductions by NCDPI.

Optional Summer Learning Programs

Research has shown that targeted, high-quality summer learning programs focused on both social-emotional supports and academic skill-building can support students to make and sustain academic progress, as well as reduce unexcused absences and chronic absenteeism, in the upcoming school year.² For the purposes of this grant, NCDPI considers summer for traditional schools to be after the end of the academic calendar year and before the start of the upcoming academic year. For year-round schools, summer is considered to be intercessions/track-outs. Applicants may select one or more intercession periods to serve as the summer program component.

All applicants can propose to implement optional summer learning programs as part of their 2024-2027 NCDPI Cohort 17 21st CCLC Grant Program. NCDPI seeks to fund 21st CCLC summer learning programs designed to improve students' access to evidence-based learning strategies that focus on reducing chronic absenteeism and increasing student engagement in learning.

Applicants can propose to operate a standard summer learning program and/or a summer intensive program. Proposed summer learning programs must meet the requirements for one or both of the implementation models described below:

Standard Summer Learning Program

Proposed standard summer learning programs must operate for at least five consecutive weeks for at least 4-days per week³. All proposed standard summer learning programs must offer at least 3-hours of core academic learning per day **and** a variety of daily enrichment opportunities as outlined by the NCDPI 21st CCLC 2024-2027 Statewide Performance Goals and Objectives 3.1 and 3.2.

Summer Intensive Programs

Research has shown that students who participate in intentional summer intensive programs have fewer discipline problems, increased self-esteem, improved motivation to learn, and reduced drop-out rates.⁴

NCDPI defines summer intensive programs as comprehensive, consecutive 2–3-week targeted

² McCombs, J.S., Augustine, C. H., Pane, J. F., & Schweig, J. (2020). Every summer counts: A longitudinal analysis of outcomes from the national summer learning project. *RAND Summer Learning Series*, xiv–xix. <https://www.wallacefoundation.org/knowledge-center/Documents/Every-Summer-Counts-A-Longitudinal-Analysis-of-Outcomes-from-the-National-Summer-Learning-Project.pdf>

³ Augustine, C.H., Sloan McCombs, J., et al (2018). Getting to work on summer learning: Recommended practices for success, 2nd edition. *RAND Corporation*, <https://www.rand.org/t/RR366-1>

⁴ Baker-Wright, T., Maldonado, C. (2019). A career-oriented summer: Planning your summer bridge program. *Jobs for the Future*. <https://archive.iff.org/resources/planning-summer-bridge/>

Pyne, J., Messner, E., Dee, T.S. (2020). The dynamic effects of a summer learning program on behavioral engagement in school. *Stanford University*, <https://cepa.stanford.edu/sites/default/files/wp20-10-v092020.pdf>

⁴ Cohen, J.S., Smerdon, B.A. (2009). Tightening the dropout tourniquet: Easing the transition from middle to high school, preventing school failure, *Alternative Education for Children and Youth*, 53 (3), 177-184.

interventions designed to eliminate skills gaps, accelerate learning, ease the social transition, and/or prepare participating students for success in the upcoming school year.⁵ All proposed summer intensive programs must operate for at least 16 hours per week.

For the purposes of the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program, all proposed summer intensive programs must be designed to support students in one or more of the following focus areas:

- Kindergarten transition for rising kindergarteners (PreK students) (see notes section below).
- 5th grade to 6th grade transition for rising 6th grade students.
- 8th to 9th grade transition for rising 9th grade students.
- Intensive tutoring previewing upcoming school year learning standards and/or credit recovery programs.
- Comprehensive mental health supports (e.g., hiring certified, professional mental health staff to support students in developing social and emotional skills).

All proposed summer intensive programs must demonstrate how the program will align to evidence-based, best practices for the allowable focus area(s). Resources regarding best practices in program design and implementation for the allowable summer intensive program focus areas can be found in [Appendix E](#).

NOTE:

If an applicant proposes to run a summer learning program(s), the applicant is required to run the proposed summer programs **each year** of the three (3) year grant cycle.

Eligibility to Apply

Eligible Entities

Section 4201(b)(3) of ESEA defines eligible entities as a local educational agency (LEA/PSU), community-based organization (CBO), faith-based (FBO) Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b), another public or private entity, or a consortium of two or more such agencies, organizations, or entities.

Section 4204 (b)(2)(H) of ESEA, requires applicants to provide a description of the partnership between an LEA/PSU a CBO, FBO and other public or private organizations, if appropriate. If the local applicant is another public or private organization (e.g., an organization other than a school district), it must provide an assurance that its program was developed and will be carried out in active collaboration with the schools the students attend.

An organization and/or individual (i.e., Registered Agent) acting as a Fiscal Agent can only apply for **one** 21st CCLC grant per competition and entities cannot apply on behalf of someone else.

NOTES:

- The agency completing the application and submitting through CCIP must be the operator of the 21st CCLC Program.
- Grant awards will be paid to the subgrantee listed in the application. All bank accounts, correspondence and documentation must use the subgrantee name for the duration of the program.

Prior History – Prior 21st CCLC Award Recipients

Prior NCDPI 21st CCLC award recipients are eligible to apply for the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program if they meet eligibility requirements and are deemed in Good Standing (see below). Additionally, prior 21st CCLC program performance will be taken into consideration during the 2024-2027 competition. Prior 21st CCLC award recipients will be required to describe previous experience and successes administering and implementing a 21st CCLC grant program, including successful completion of grant goals and objectives as well as lessons learned based on their most recently awarded 21st CCLC grant. The proposal submitted may not be a duplicate of a currently funded 21st CCLC project; Recent and/or new student and community needs must be identified in the needs assessment section of the application.

NOTE:

Applicants currently receiving 21st CCLC funding for Cohort 16 cannot propose to serve the same target population that received 21st CCLC funding in FY23.

Good Standing

Organizations previously and/or currently receiving competitive grants administered through the NCDPI Office of Federal Programs must be in good standing with NCDPI to receive a 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant award through this RFP.

To be in Good Standing, all applicants must:

- have resolved all program and/or fiscal monitoring review findings or questioned costs through July 2023;

- have resolved fiscal findings from the previous five (5) fiscal years by the Office of the State Auditor (OSA) at the time the application is due;

and, if applicable, organizations previously and/or currently receiving **21st CCLC funding for Cohort 14, 15, and/or 16** must have scored as ‘low’ or ‘moderate’ risk for at least two (2) of the three (3) years of the grant cycle on either the annual programmatic and/or fiscal 21st CCLC risk assessment.

Additionally, any previous or current 21st CCLC subgrantees that have been terminated by NCDPI are considered Not in Good Standing and are not eligible to reapply for two (2) consecutive 21st CCLC standard three (3) year cohort grant competitions from the effective date of termination.

Good Standing is applied at the subgrantee level. If the applicant organization is deemed Not in Good Standing by the NCDPI Office of Federal Programs at any point during the Level II or Level III reviews, the application may be identified as “Not Recommended” for funding to the State Board of Education (SBE).

If the applicant organization is deemed Not in Good Standing by the NCDPI Office of Federal Programs at any point during the review process, the application may be identified as “Not Recommended” for funding to the SBE.

Student Participant Eligibility

Under Section 4203 of the ESEA, the State must give priority to applications proposing to primarily serve students who attend schools eligible for Title I, Part A school-wide programs. Additionally, students served by the 2024-2027 NCDPI Cohort 17 21st CCLC Grant Program must meet federal 21st CCLC eligibility requirements.⁶

K-12 students who will be enrolled for the 2024-2025 school year in PSUs or private schools eligible under Section 8501 of the Every Student Succeeds Act (ESSA) that provide instructional programs for *kindergarten* through 12th grade are eligible to participate in 2024-2027 NCDPI Cohort 17 21st CCLC Grant programs. Additionally, PreK students who are at least 4 years old by on or before August 31st and are enrolled in public PreK programs (i.e., NC-PreK, Title I PreK, Exceptional Children, and/or Head Start) administered by LEA/PSUs are eligible to participate in 2024-2027 NCDPI Cohort 17 21st CCLC Grant Programs.

⁶ <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/nh-guidance-on-student-eligibility-2020-2021.pdf>

NOTE:

Only LEA/PSUs are eligible to apply for funding to implement 2024-2027 NCDPI Cohort 17 21st CCLC Grant Programs intended to serve PreK students. All proposed 2024-2027 NC Cohort 17 21st CCLC Grant Programs proposing to serve PreK students must take place at locations administered by the PSU acting as the fiscal agent.

Privately funded childcare and daycare centers receiving Head Start and/or NC PreK funding are not eligible to apply for 21st CCLC funds at this time.

Required Program Design Parameters

All proposed 2024-2027 NCDPI Cohort 17 21st CCLC Grant Programs must meet the following minimum criteria for out-of-school time programming offered during the academic year:

- a minimum of fifty (50) student enrollment slots; and
- operate for a minimum of (300) student contact hours⁷; and
- All proposed program offerings must be during out-of-school time including before the start of the school day, after the school day ends, and/or weekends based on proposed feeder school(s) approved academic year calendar(s). Additionally, 21st CCLC programs may offer services to students during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days.

Each enrolled student must be given the opportunity to attend all scheduled activities offered during 21st CCLC program hours when a center is open (e.g., cannot serve only third graders on Monday and Wednesday and only fifth graders on Tuesday and Thursday). Travel time does not count towards the (300) hour minimum requirement.

All proposed 2024-2027 NCDPI Cohort 17 21st CCLC Grant Programs must be fully operational and serving students by **October 15th each year** during the three (3) year grant cycle. Programs who do not meet the October 15th deadline may be subject to funding reductions by NCDPI.

Program Fees

The intent of the 21st CCLC program is to ensure equal access to all students (and their families) targeted for services; therefore, fees cannot be collected for participation in the 21st CCLC program. If fees have been collected for student participation in the past, no fees can be collected for participation in the program going forward.

Programs found to be collecting fees for student participation in 21st CCLC programs or that deny

⁷ Based off of the 'Justification of Hours' Chart on Pg. 11 of OESE "21APR New GPRA Final Implementation Guide: <https://oese.ed.gov/files/2023/04/21APR-New-GPRA-Final-Implementation-Guide-v.-1.5.1.pdf>

student access to 21st CCLC programs because of inability to contribute to the costs of the program will be ineligible for 21st CCLC funds or continuation of 21st CCLC funds and may be required to repay funds received through 21st CCLC grants to the State.

Priority for Awards

Absolute Priority

Under Section 4203 of the ESEA, the State must give priority to applications proposing to primarily serve students who attend schools eligible for Title I, Part A schoolwide programs. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Competitive Priorities

Joint Applicants (1 point)

Section 4204(i)(1)(B) of ESEA also requires that States must give competitive priority to applications that are submitted jointly between at least one LEA/PSU receiving funds under Title I, Part A and at least one public or private community organization, city or county governmental agency, faith-based organization, Bureau of Indian Education, higher education institution, or for-profit corporation. The statute provides an exception to this requirement for an LEA/PSU that can demonstrate that it is unable to partner with an eligible organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21st CCLC program. Additional information regarding reasonable geographic proximity can be found in [Appendix B](#).

Applying as joint applicants is not merely a partnership. Additionally, an organization contracted to provide services is not considered to be a joint applicant. Applications that are submitted jointly are considered to be those where the LEA/PSU and participating organization(s) are applying together and share equal responsibility for the 2024-2027 NCDPI Cohort 17 21st CCLC program.

To be considered as a joint applicant, there must be evidence in the MOU that:⁸

1. The LEA/PSU and at least one other organization collaborated extensively in the planning and design of the 2024-2027 NCDPI Cohort 17 21st CCLC program;
2. Each joint applicant organization has substantial roles to play in the delivery of services;
3. All joint applicant organizations share grant resources to carry out their roles;
4. All joint applicants have significant and ongoing involvement in the management and oversight of the program; and
5. An agreement among the joint applicants and the fiscal agent has been signed that specifically states that the fiscal agent cannot act as 'flow-through' for grant funds and does not subgrant to other

⁸ [21st CCLC Non-Regulatory Guidance \(2003\), F-4, USED.](#)

recipients. For example, applicants are not permitted to subgrant a significant portion of their award to a single entity.

Memorandums of Understanding (MOUs) are required for all applicants applying jointly. MOUs should be uploaded under “Optional Documents” in the Related Documents section of the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP).

In cases of joint submittal, all required documents must be signed by the person with signatory authority for all participating organizations and uploaded to CCIP and uploaded in the appropriate place in the Related Documents section of the Funding Application in CCIP.

For additional information regarding joint applications, please see the Joint Applicant definitions in [Appendix B](#).

CSI/TSI Feeder School Designation (up to 2 points)

In addition to joint submissions (as defined above), the State will also give priority consideration to applications which:

1. Propose that all (100%) schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools (2 points); or
2. Propose to serve a combination of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools (1 points)

[CSI/TSI 2023-2024 list](#) (The link states 23-24, however this is 22-23 information within the list)

Chronic Absenteeism – 2023 NC School Report Card Data for Proposed Feeder Schools (1 point)

Priority consideration shall be given to applications intending to serve students from proposed feeder schools with greater rates of chronic absenteeism in their school environment when compared to the State of North Carolina. To qualify for the Chronic Absenteeism priority point, at least 51% of an applicant’s proposed feeder schools must demonstrate greater rates of chronic absenteeism when compared to the State of North Carolina in 2022-2023 school year. Applicants can find this information using [North Carolina School Report Cards](#) data from 2023. The data should be included on the applicant’s ‘21st CCLC Proposed Feeder Schools and Performance Status’ required document template that will be uploaded in CCIP.

County Distress Ranking (Tiers) (up to 2 points)

Priority consideration shall be given to applicants proposing to serve a majority (at least 51%) of proposed feeder schools located in a distressed county (2 points for Tier 1, 1 point for Tier 2, 0 points for Tier 3) based on the [NC Department of Commerce 2024 County Distress Rankings \(Tiers\)](#).

Unserved Counties (1 point)

Priority consideration shall be given to applications proposing to run 2024-2027 NCDPI Cohort 17 21st CCLC Program site(s) in a county that has not hosted a 21st CCLC program site in the last 3 grant cycles (Cohort 14, Cohort 15, Cohort 16). Applicants should refer to the [21st CCLC Cohort 17 Equitable Funding County List](#) to identify current unserved counties eligible for priority points.

For the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program, NCDPI may award up to five (5) 21st CCLC grants per each State Board of Education (SBE) region of the state pending submission of quality applications by at least five (5) eligible organizations in the SBE Region and following Level I and Level II reviews. After the initial awardees are identified, NCDPI may continue to recommend one (1) additional organization per region for the award based on total application score and ranking, until funds are depleted.

Quality Review Scores and Technical Deductions

The NC State Board of Education Policy CNTR-001: Competitive/Discretionary Grant Proposal Review Process requires that grant proposals be included in one of five quality band categories: Excellent, Strong, Average, Weak, Unacceptable. Applications must fall into quality band, Excellent (123-145), Strong (100-122), or Average (76-99) to be considered for funding. Applications that fall into quality band Weak (55-75) or Unacceptable (54 or below) will not be considered for funding regardless of the SBE Region.

In addition to a quality review score, all applications will receive a technical review to ensure all required and related documents are complete, including all official signatures on all required documents. Any required document(s) not completed or submitted in its entirety and/or is missing handwritten or official electronic signatures will be considered incomplete in its submission and will receive a point deduction(s) for each incomplete required document submitted. Any technical review point deductions will be applied to the final score of the application, reducing the final score.

NOTE:

If recommended for funding, any incomplete data on required documents must be resolved prior to the distribution of funds to an awardee. Failure to submit completed required documents by September 30, 2024, may result in loss of award.

Grant Awards and Duration

Overview

The U.S. Department of Education encourages State education agencies (SEAs) to consider awarding fewer but more substantial awards – large enough to fully implement comprehensive plans described in successful grant applications – rather than a larger number of small awards unlikely to have any measurable impact on student achievement. In North Carolina, applicants may request funds ranging from \$50,000, not to exceed \$500,000 per year based on: 1) needs identified in the community and schools; 2) scope of the program; 3) proposed number of students served; 4) program design; and 5) funds needed for summer programming within the total amount requested.

Funding Levels

To determine required academic year out-of-school-time program funding levels for this competition, NCDPI utilized resources from the Wallace Foundation and Afterschool Alliance in an effort to align with nationwide average costs for regular attendees in out-of-school-time programs.⁹ Optional summer program funding ranges for the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program were determined using funding ranges from recent SBE-approved NCDPI 21st CCLC summer program competitions.

For the purposes of this competition, applicants will determine their required academic year out-of-school-time program funding request and, if applicable, their optional summer program funding request separately in CCIP. Applicants will then combine the required academic year and, if applicable, optional summer funding request amounts to generate the “Total Grant Award Requested” which will also be input into CCIP. As a reminder, the total amount requested cannot exceed \$500,000. Additional details regarding inputting funding amount requests into CCIP can be found in the RFP’s [“How to Apply”](#) section.

For eligible applicants proposing to serve PreK students, use the elementary school funding level to determine the funding request amount.

Required Academic Year Out-of-School Time Program Funding Levels

Using the proposed number and age-ranges of the targeted students to be served, each applicant will determine their **school year funding** request utilizing the designated ranges below:

50 Students:

- Elementary School only, Middle School only, or Elementary School/Middle School combination: \$50,000-\$180,000.99
- Elementary School and/or Middle School, and/or High School: \$50,000-\$225,000.99
- High School Only: \$50,000-\$255,000

51-75 Students:

- Elementary School only, Middle School only or Elementary School/Middle School combination: up to \$221,250.99
- Elementary School and/or Middle School, and/or High School: up to \$266,250.99
- High School Only: up to \$296,250.99

76-100 Students:

⁹ To calculate base costs (50 students, 300 hours), NCDPI utilized the full-cost estimates per age-level of students served provided by the Wallace Foundations’ [“The Cost of Quality Out-of-School-Time Programs”](#) (2005) study and adjusted the numbers to September 2023 using the U.S. Bureau of Labor Statistics’ [“CPI Inflation Calculator”](#). To calculate ranges above the base tier, NCDPI utilized the 2022 average cost per regular attendee in a 21st CCLC program provided by the Afterschool Alliance’s [21st CCLC 2022 Overview report](#).

- Elementary School only, Middle School only or Elementary School/Middle School combination: up to \$262,500.99
- High School (only or in combination with elementary and/or middle): up to \$307,500.99
- High School Only: up to \$337,500.99

101+ Students:

- Elementary School only, Middle School only or Elementary School/Middle School combination: up to \$303,750
- Elementary School and/or Middle School, and/or High School: up to \$348,750.99
- High School Only: up to \$378,750.99

Optional Summer Learning Program(s) Funding Levels

Using the proposed number targeted students to be served by the summer program as well as the type of proposed summer program, if applicable, applicants will determine their optional **summer program year funding** request utilizing the designated ranges below:

Standard Summer

The ranges below are for a standard summer program. For the purposes of this grant, standard summer programs must operate for a minimum of 4 days per week for at least 5 weeks, with at least (3) hours per day of core academic learning and additional time spent on daily enrichment activities.

- **25-49 students:** \$25,000 - \$84,000
- **50-75 students:** up to \$125,000
- **76-100 students:** up to \$200,000
- **101+ students:** up to \$250,000

Summer Intensive Program Funding Levels

The ranges below are for a summer intensive program. For the purposes of this grant, summer intensive programs must operate for a minimum of 16 hours per week for at least 2-3 consecutive weeks, with activities/services/interventions designed to align with one of the [designated focus areas](#).

- **25-49 students:** \$25,000 - \$50,000
- **50-75 students:** up to \$75,000
- **76-100 students:** up to \$120,000
- **101+ students:** up to \$150,000

Continuation of Funding Requirements

Awarded 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grants may be continued for up to two

additional years. Continuation awards are contingent upon availability of federal funds and are based on the program's ability to demonstrate compliance with state and federal laws, progress towards fully implementing the approved program, and progress towards local and statewide program goals including enrollment and attendance goals.

Annual Continuation Application Requirements

To receive continued funding in Year 2 and Year 3 of the 21st CCLC grant cycle, awarded subgrantees must submit an annual noncompetitive continuation grant application. The noncompetitive continuation grant process requires awarded subgrantees to conduct an annual needs assessment and use the results of the assessment, as well as NCDPI monitoring and evaluation reports (if available) and other relevant data (e.g., 21DC, End of Year Outcomes Report, etc.) to propose specific improvement strategies designed to sustain and/or increase student outcomes as outlined in the statewide performance goals.

NOTES:

- Applicants must implement plans as approved during the award period. Significant changes to the program design without prior approval from the NCDPI Office of Federal Programs staff for programmatic amendments may result in delays or loss of funding during subsequent years of the continuation period.
- Subgrantee's continuation of funding may be terminated due to: failure to meet program goals, noncompliance with attendance and reporting requirements, insufficient fiscal documentation, or misuse of funds.

Annual Award Funding Installments

Each subgrantee can be awarded funds for the academic year starting on July 1st of the initial year and ending on September 30th of the final fiscal year. 21st CCLC required academic year program funds are disbursed annually in three installments over the course of the academic year to qualifying subgrantees. 21st CCLC optional summer program funds are disbursed in a separate installment each year. When funds are allotted each year of the grant, subgrantees can access funds up to 27 months, except in year 3 when the grant ends on September 30, 2027. Any unspent funding installments remaining at the end of Year 3 will revert to the state.

During each annual grant cycle, if a subgrantee does not qualify to receive all funding installments, the entity may be required to file for a fund reduction. Any reduced funds will not be carried over to the next fiscal year.

Qualifying for Annual Funding Installments: Consistent Student Attendance – Academic Year Programs

Studies have shown that the more a student participates in afterschool programs, the more likely they are to show academic and social gains. To allow youth to take advantage of all that 21st CCLC programs offer, there must be steady attendance and access to programs over a significant period of time. 21st

CCLC programs are not drop-in programs. Students are expected to participate in 21st CCLC programs on a regular basis. Awarded applicants are expected to recruit and provide continuous services designed to encourage full student and family participation in all 21st CCLC activities and long-term engagement over the three year grant period.

NCDPI will closely monitor both student enrollment and average daily attendance (ADA) for academic year out-of-school-time programs to ensure awarded applicants are serving the number of anticipated students identified in the grant application, and to offer support and strategies to improve consistent attendance.

Upon approval of the awarded applicant's budget for each year of the grant award, required academic year program funds will be allotted as follows:

1. Initial installment equal to 34% of total required academic program year award will be issued after NCDPI approval of required documentation and final budget;
2. Second installment equal to 34% of the total required academic program year award if subgrantee has met at least 50% of its enrollment goal as stated in the SBE-approved application. Additionally, students must attend the program for **at least 45 hours** to be counted towards the second installment attendance goal.
3. Final installment equal to 32% of the total required academic program year award if subgrantee has met at least 75% of its enrollment goal as stated in the SBE-approved application. Additionally, students must attend the program for **at least 90 hours** to be counted towards the third installment attendance goal.

Each year, if awarded subgrantees do not meet requirements for the second and/or third installment of the required academic program year award, the awarded subgrantee will be required to forfeit second and/or third installment or right size their program for the remainder of the grant year. In addition, the program will be required to right size their program for the remainder of the three (3) year grant cycle.

Upon approval of the awarded applicant's budget for each year of the grant award, optional summer program funds will be allotted as follows:

1. One installment equal to 100% of total optional summer program award will be issued after NCDPI approval of required summer documentation and final summer budget.
2. Summer program award installments will not be issued prior to April 1st each year.

Each year, if awarded subgrantees do not meet proposed enrollment goals for the optional summer program, the awarded subgrantee will be required to reduce summer program funds for the remainder of the three (3) year grant cycle.

Any funds recovered from reductions or forfeitures will be redistributed to those subgrantees that have successfully met the third (3) installment requirements.

NOTE:

NCDPI utilized the updated GPRA guidance from the U.S. Department of Education (USED) to determine its attendance threshold for “regular attendees” of 21st CCLC Programs. In North Carolina, students are only considered “regular attendees” of a 21st CCLC program if they attend for at least 90-hours, which according to USED is the lowest number of hours a student could attend a 21st CCLC program and still be considered engaging at a research-based dosage level. See the table on page 11 of the **21APR New GPRA Final Implementation Guide** for additional details.

Funding Reimbursement Notice

21st CCLC grant funding is made available on a reimbursement basis. Applicants are strongly encouraged to secure sufficient funding or a line of credit to operate the 21st CCLC program for **at least a three-month period prior to initial disbursement each year**. Reimbursement requests must be based on actual allowable expenditures versus encumbrances made prior to the September 30th deadlines. Expenditure documentation to support reimbursement requests is required to be submitted to NCDPI. **There is no liquidation period. All unspent funds remaining at the end of Year 3 will revert to the state.**

NOTE:

The number of awards and the award amount will be based on the final U.S. Department of Education (USED) award notification to the State and the number of quality proposals approved. The award period is contingent upon final SBE approval of the Allotment Policy Manual for the 21st CCLC program.

21st Century Community Learning Centers Reporting Requirements

Federal Reporting Requirements

The U.S. Department of Education (USED) is subject to the Government Performance and Results Act and the GPRA Modernization Act of 2010 (collectively, “GPRA”). The provisions of GPRA require that Federal agencies establish performance goals. Under these agency performance goals, USED creates program performance measures, and quantifiable indicators to assess progress of its programs, including 21st CCLC programs in each state. These are commonly referred to as “GPRA measures.” In 2020, USED approved a set of five new GPRA measures for the 21st CCLC program. A guide to the updated 21st CCLC GPRA measures can be found here: <https://oese.ed.gov/files/2023/04/21APR-New-GPRA-Final-Implementation-Guide-v.-1.5.1.pdf>

It is important for applicants to know in advance awarded subgrantees will have federal reporting requirements. Awarded subgrantees will be required to collect, manage, and report data by center on participating students to NCDPI. NCDPI, in turn, submits the required data from subgrantees to USED, which in turn, produces annual reports on the 21st CCLC program nationally.

The key purposes of 21st CCLC data collection are to: (1) complete federal reporting requirements; (2) demonstrate that substantial progress has been made towards meeting the objectives of the 21st CCLC program as outlined in the grant application, including enrollment data; and (3) provide information for local, state, and federal program evaluations. For the most recent federal reports, see <https://www2.ed.gov/programs/21stcclc/performance.html>. NCDPI also generates annual state progress monitoring reports using the grantee-provided data supplemented with student achievement data (see: <https://www.dpi.nc.gov/districts-schools/federal-program-monitoring/title-iv-part-b-21st-century-community-learning-centers#Tab-Evaluation-837>).

In terms of data entry required of subgrantees, NCDPI requires subgrantees to enter their data on centers, staffing, activities provided, and participants into a state database called 21DC. NCDPI will aggregate subgrantee data from 21DC and enter into the 21APR Federal Data Collection System.

In addition to information entered on centers, staffing, and activities, there are two kinds of required data on individual participants that subgrantees must enter in the NCDPI's database (21DC).

- Student Attendance: Subgrantees must enter the daily attendance in the afterschool and summer programs for every enrolled student.
- Student Improved Engagement in Learning of Participation: Subgrantees must submit data on participating students' engagement in learning over the academic year and summer (if applicable). NCDPI requires subgrantees use an annual Instructional Staff Survey for this purpose. Samples of Instructional Staff Survey templates are provided by NCDPI.

NCDPI State Reporting Requirements

In addition to federal reporting requirements, all awarded subgrantees will also submit a 21st CCLC Subgrantee Annual Program Evaluation Report after each year of implementation. The annual subgrantee-level reporting process serves as an opportunity for organizations/staff to reflect on the quality and benefits of 21st CCLC services they have provided by examining various data/outcomes (e.g., enrollment, attendance, teacher-reported student improvement). More specifically, subgrantees are required to submit a 21st CCLC Subgrantee Annual Program Evaluation Report (a) to encourage the collection, analysis, and utilization of implementation and outcome data to support on-going, formative program improvement, and (b) to support a culture of program accountability for the effective use of federal funds.

NOTES:

Given the above reporting requirements, it is important that applicants consider whether they have the capacity to complete the required data management and reporting before applying.

Awarded 2024-2027 NCDPI Cohort 17 21st CCLC Grant Recipient On-boarding and Conference Requirements

Date	Required In-Person Event	Required Attendees
Tuesday, August 6, 2024	Cohort 17 On-Boarding	Program Director and Chief Fiscal Agent
Wednesday, August 7 – Thursday, August 8, 2024	21 st CCLC Program Foundations Conference	

Cohort 17 Onboarding

All 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program awarded organizations must have their designated Cohort 17 21st CCLC Program Director and Chief Fiscal Agent attend a **mandatory**, all-day, in-person on-boarding training on Tuesday, August 6, 2024 (location to be determined). Awarded Cohort 17 21st CCLC organizations who do not attend the in-person on-boarding training may be required to forfeit their entire 3-year Cohort 17 21st CCLC grant award.

21st CCLC Program Foundations Conference

Immediately following the Cohort 17 on-boarding, NCDPI Office of Federal Programs will host its annual 21st CCLC Program Foundations Conference on Wednesday, August 7 and Thursday, August 8, 2024. The 21st CCLC Program Foundations Conference offers opportunities to deepen knowledge of best practices in out-of-school time, review NCDPI expectations, and engage in hands-on learning that supports strong 21st CCLC program implementation. Attendance at the 21st CCLC Program Foundations Conference is **mandatory** for all subgrantee Program Directors and Chief Fiscal Agents. Additional 21st CCLC staff members (e.g., site coordinators, data managers, instructional staff, etc.) are highly encouraged to attend.

All applicants should hold the mandatory Cohort 17 21st CCLC on-boarding training date, as well as the 21st CCLC Program Foundations Conference dates, on their calendars. Applicants can account for any travel costs to/from the on-boarding and conference in their proposed Cohort 17 budget, as well as tentatively prepare their Cohort 17 21st CCLC Program Director and Chief Fiscal Agent to attend the mandatory in-person training and conference if awarded.

PART 2: HOW TO APPLY

All applications for the 2024-2025 competition for the 21st Century Community Learning Centers (CCLC) grants must be completed on the web-based grants management system, the North Carolina Comprehensive Continuous Improvement Plan (CCIP). Applicants do not have to enter all information into CCIP at one time. They can enter information and return to add or edit information until the time that the 'Draft Completed' box has been checked. More information about how to enter application information into CCIP, training dates, and the 2024-2025 Guidance can be found on the [21st CCLC web page](#). Only applications submitted through CCIP will be reviewed and evaluated. **Applications must be submitted through at least 'Draft Completed' in CCIP by 12:00 p.m. NOON EDT on April 23, 2024, to be considered for review and/or scoring.**

Complete and submit the [Notice of Intent](#) form by March 1, 2024.

Information collected through the Notice of Intent documents will be used to determine staff needs for the Level I review process. **Please note that the submission of the Notice of Intent form is not a prerequisite for application of grant funds**, nor does it obligate the organization to apply.

Attend an Applicant Technical Assistance Meeting

The NCDPI will conduct virtual technical assistance webinars and office hours for potential applicants on February 28 and 29, 2024. Attendance is not mandatory to apply but is encouraged as potential applicants may gain clarification on the 21st CCLC program purpose and grant competition. Dates, times, and webinar links will be posted on the [21st CCLC web page](#) and are listed with links in the Tentative Timeline located at the beginning of this document.

Apply for an [NCID User Account](#).

A valid North Carolina Identification (NCID) is required to access CCIP. If you are already entering data into a NCDPI data system (e.g., 21DC or CCIP), then you will not need a new NCID. However, if you do not have an NCID, please register for an account. LEA/PSU personnel should go through their local NCID administrator. If there is no NCID administrator, they should register as a 'Local Government' entity. All other organizations should register as a 'Business' entity. Please note that the NCDPI CCIP Administrator CANNOT reset passwords or create accounts.

Attend the virtual CCIP recorded training session.

All LEAs in North Carolina have local staff trained on the use of the web-based grants management system, CCIP. If you are unaware of staff trained on the system, please contact someone in your local Title I office to identify the local User Access Administrator (UAA).

For organizations that have NOT been trained on the system, reviewing the virtual training session for using the grants management system, CCIP, is required for applicants to be set up as users in the system to allow organizations to submit a final application for review. The CCIP Training for the 2024 RFP will be

virtual and the recording information is in the [tentative timeline](#) at the beginning of this document. CCIP Training Webinar link and additional information will be posted on the [21st CCLC web page](#).

Register with the [System for Award Management \(SAM\)](#)

Registering with the System for Award Management (SAM) is a required step for your organization to be able complete the 21st CCLC application through the CCIP system. Confirmation that you have successfully registered your organization with the US Government's SAM system must be uploaded to the Related Documents page of the Funding Application. The CCIP system will not allow the user to submit its application without the SAM registration confirmation.

Registering with SAM from April 4, 2022 and beyond:

On April 4, 2022, the U.S. Department of Education joined other Federal agencies and transition to utilizing new Unique Entity Identifiers (UEIs) for grant recipient and applicant organizations, rather than the previously utilized D-U-N-S numbers. The UEI is administered through SAM.gov (System for Award Management).

If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity's registration record in SAM.gov. To learn how to view your UEI, see this guide: [How can I view my unique entity identifier \(UEI\)?](#).

For detailed information about this change, please refer to the Fact Sheet found here: [UEI Transition Fact Sheet](#).

Develop the organization's proposal to be entered into Grant Details Section in CCIP

To assist the applicant in formulating narratives and budget for completing the application, we have provided the Funding Application Grant Details that allows the applicant to begin collecting and editing proposal content in a format simulating the CCIP application. Although using the Funding Application Grant Details included in the RFP is not required and will not be collected, it is strongly recommended to ensure that all necessary information is collected by the applicant prior to entering information into the CCIP system. Please note that only applications submitted through the CCIP system will be reviewed and scored.

Upload documents to the Related Documents section in CCIP

There are 14 Required Documents (15 if submitting a joint application) that must be completed, signed, dated and uploaded to CCIP for your application to be considered complete and to avoid technical point deductions. There are additional Optional Documents that may be uploaded as supplemental information to the application. For further explanation of Required and Optional Documents, refer to [Related Documents](#) section below.

NOTE:

If an applicant is filing as a Jointly Submitted application between an LEA/PSU and public or private community organization, the Memorandum of Understanding becomes a Required Document.

Complete The Grant Award Notification (GAN) and Contacts Section

Before submitting the completed application, applicants must fill out the Grant Award Notification Data in CCIP. Applicants will enter the Unique Entity Identifier (UEI) as listed in their SAM confirmation, the organization’s address, and contact information for your organization’s superintendent and key personnel. For non-LEAs, the superintendent is the organization’s fiscal agent.

Submit the application in [CCIP](#) by 12:00 p.m. NOON EDT on April 23, 2024

Once the organization has an NCID, is registered in SAM, and the proposal is drafted, all information, including Required Documents must be entered on the web-based grant management system. Only those proposals that are submitted through CCIP as at least **‘Draft Completed’** by **12:00 p.m. NOON EDT April 23, 2024**, will be reviewed and/or evaluated. Please note that once the application is submitted, no changes can be made to the proposal.

Funding Application Components

The Funding Application contains sections for the proposed Budget, Grant Details, and Related Documents. The Grants Details section has sub-sections with text fields or check boxes requiring entry. All fields require entry. Applicants will also want to review the Scoring Rubric when developing narrative for sections seven (7) through fourteen (14).

When applicants first log into CCIP, they will only need to work on the Budget Section, Grant Details, Related Documents, Contacts, and Grant Award Notification (GAN) Section within CCIP. Before an applicant can begin uploading any Related Documents they will need to click on the “Draft Started” link on the Section Page of CCIP.

Application Status: **Not Started**

Change Status To: [Draft Started](#)

Description (View Sections Only View All Pages)	
<input type="checkbox"/>	Allotments
	Allotments
<input type="checkbox"/>	FP-21st CCLC New
	Budget
	Grant Details
	Related Documents
	Grant Award Notification (GAN)
<input type="checkbox"/>	Contacts
	Contacts
<input type="checkbox"/>	Substantially Approved Dates
	Substantially Approved Dates
<input type="checkbox"/>	Assurances
	Assurances
<input type="checkbox"/>	Grant Award Notification (GAN)
	GAN Information
	GAN Organization Data
	All

Funding Application: Budget Section

Budget

Go To

[Download Budget Data]					
Object Code	Salaries 100	Employer Provided Benefits 200	Purchased Services 300	Supplies and Materials 400	Total
Purpose Code					
5000 - Instructional Services	0.00	0.00	0.00	0.00	0.00
6000 - System-Wide Support Services	0.00	0.00	0.00	0.00	0.00
7000 - Ancillary Services	0.00	0.00	0.00	0.00	0.00
8000 - Non-Programmed Charges	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	0.00	0.00	0.00
				Adjusted Allocation	0.00
				Remaining	0.00

Above is a screen shot of the Budget Section page. Applicants will need to self-insert these budget figures totaling your exact requested grant award amount. Applicants can use the Total Cost Worksheet template (located within the Related Documents Section) with approved budget line-item codes to determine overall amounts for each section listed here. On the left-hand side are the Purpose Code categories for the 5000's (Instructional Services or activities dealing directly with students) the 6000's (System Wide Supports to support the program regardless of where they are located) such as administrative, technical, personal or logistical support, and then the 8000's (non-programmed charges).

Across the top are additional columns of “Object Codes” which include the 100’s for Salaries, the 200’s for Benefits, the 300’s for purchased contracted services and the 400’s for supplies and materials. Please note that if applicants have dollars allocated in the 300’s section, they should upload any executed and signed contracts into the Optional Documents Section on the Related Documents page.

For additional Budget support including the NCDPI Chart of Accounts, please click this [link](#).

Once the new grant proposals have been approved for funding and designated subgrantee staff have been provided technical assistance by NCDPI, the awardees will be required to submit a detailed proposed budget under the appropriate Purpose Codes and Object Codes utilizing a form 208. Prior to the actual release of funds, NCDPI must review and approve the detailed budget.

NOTES:

- The proposed budget submitted with the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program funding application is NOT the approved budget for release of funds. If the application is approved, subgrantees must submit a final budget for the State Board of Education approved amount of the award by line-item detail for review and approval prior to the release of funds.
- Since the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program funds are made available on a reimbursement basis, it is strongly recommended that applicants have secured sufficient funding or line of credit to operate the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program for at least a three-month period prior to initial disbursement each year.

Funding Application

For the purposes of the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program, the Funding Application Grant Details are to be entered into the Grant details section of CCIP. Grant applications submitted outside of CCIP will not be considered for review. Applications must be submitted through CCIP by 12:00 Noon EST on April 23, 2024. Applications received after 12:00 Noon EST on April 23, 2024, will not be accepted.

Grant Details

Note: An entry of 'N/A' in a narrative box will yield a score of zero (0) points for that item.

- 1. Total Amount Requested:** Total amount requested may not be less than \$50,000 and may not exceed \$500,000 per year, inclusive of both required school year and optional summer program components.

To determine the levels of funding eligibility, organizations will utilize the funding levels in the RFP under the [Funding Levels](#) section.

Required Academic Year Out-of-School Time Program

Proposed Number of Required Academic Year programming slots:

Age Ranges of Targeted Students to be Served: Check all that apply.

- Elementary School (Eligible applicants elect this option if proposing to serve [PreK students](#))
- Middle School
- High School

Total Amount Requested for Required Academic Year: at least \$50,000 and not exceeding \$378,750.99

Optional Summer Learning Program(s)

Standard Summer Program

Proposed Number of Optional Standard Summer Slots:

Total Amount Requested for Standard Summer (if applicable): up to \$250,000

Summer Intensive Program

Proposed Number of Optional Summer Intensive Slots:

Total Amount Requested for Summer Intensive (if applicable): up to \$150,000

2. **Absolute Priority:** Under Section 4203 of the ESEA, the State must give priority to applications proposing to primarily serve students who attend schools eligible for Title I, Part A schoolwide programs. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

List the name(s) and poverty percentages of 21st CCLC Proposed Feeder Schools. For information on the poverty rates of schools and Title I eligibility status, go to [OFP-Title 1 Schools 2022-2023](#)

Note: The text box below is limited to 6,000 characters including spaces.

Note: In the Required Documents section, in the 21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status template applicants must 1) list the public schools and 2) indicate the average percentage of low-income children attending the public (feeder) schools that will participate in the 21st CCLC program.

3. Competitive Priorities: Applicants must indicate which (if any) of the competitive priorities will be met through the proposed 21st CCLC program. Check all that apply.

Jointly Submitted

Jointly submitted by at least one Local Education Agency (LEA/PSU) and one other eligible entity,

OR

LEA/PSU unable to partner with a public or private community organization in reasonable proximity and of sufficient quality (if checked, please complete narrative box below)

If unable to partner with an eligible organization in reasonable geographic proximity and of sufficient quality to meet the requirements of the 21st CCLC program, then provide a justification below.

Note: The text box below is limited to 1,500 characters including spaces.



CSI/TSI Feeder School Designation (up to 2 points) Refer to the State [CSI/TSI 2023-2024 list](#) (The link says 23-24, however this is 22-23 information within the list)

2 points if 100% of schools to be served are identified as Comprehensive Support and Improvement (CSI) Schools.

1 point if 100% of schools to be served are a combination of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools.

Chronic Absenteeism- 2023 NC School Report Card Data for Proposed Feeder Schools (1 Point)

To qualify for the Chronic Absenteeism priority point, at least 51% of an applicant's proposed feeder schools must demonstrate greater rates of chronic absenteeism when compared to the State of North Carolina in 2022-2023 school year. Applicants can find this information using [North Carolina School Report Cards](#) data from 2023. The data should be included on the applicant's '21st CCLC Proposed Feeder Schools and Performance Status' required document template that will be uploaded in CCIP.

County Distress Ranking (Tiers) (up to 2 points)

Priority consideration shall be given to applicants proposing to serve a majority (at least 51%) of proposed feeder schools located in a distressed county (2 points for Tier 1, 1 point for Tier 2, 0 points for Tier 3) based on the [NC Department of Commerce 2024 County Distress Rankings](#).

(Tiers).

Tier 1 (2 points) List county or counties served below:

Tier 2 (1 point) List county or counties served below:

Unserviced Counties (1 point)

Propose to run a 21st CCLC Program site in a county that has not hosted a 21st CCLC program in the last 3 grant cycles (Cohort 14, Cohort 15, Cohort 16)

List the proposed county to be served using the 21st CCLC Equitable Funding County List located in the [21st CCLC website](#), under the cohort 17 tab.

4. Organization Type: Indicate the organization type that is submitting the application. Check one box only.

- Local Educational Agency (LEA/PSU)
- Community-Based Organization (CBO)
- Faith-Based Organization (FBO)
- Bureau of Indian Education (BIE)
- Institution of High Education
- City or County Government Agency
- Another public or private entity or consortium of two or more such agencies, organizations, or entities.

5. Program Abstract: Provide a concise description of the proposed 21st CCLC program that communicates the program mission and vision, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the target population.

If the applicant is currently operating a 21st CCLC program, specifically describe how the new

proposal will expand or enhance the current program.

Note: The text box below is limited to 3,000 characters including spaces

6. Needs Assessment: Clearly describe (using relevant data from multiple sources that objectively and effectively demonstrate) the:

- a) academic needs of targeted students;
- b) enrichment needs of targeted students; and
- c) needs of families of targeted students in supporting their student’s educational development.

Note: The text box below is limited to 9,000 characters including spaces.

7. Goals and Objectives Aligned with Statewide Performance Goals: Check all that apply. Reference [Performance Goals and Objectives section](#) of the RFP for detailed requirements.

Core Academic Areas

All proposed 21st CCLC centers must offer annual services during the academic year in at least two (2) of the following core academic areas per grade span (i.e., PreK, K-5, 6-8, 9-12):

PreK Centers: ([PreK students](#) who are at least 4 years old by on or before August 31st and are enrolled in public PreK programs administered by PSUs are eligible to participate.)

- Early literacy programming
- Math programming
- Science programming

K-12 Centers:

- Literacy programming
- Math programming
- Science programming.

Enrichment

All proposed 21st CCLC centers must offer annual enrichment support activities during the academic year in at least two (2) of the following areas per grade span (i.e., PreK, K-5, 6-8, 9-12):

PreK Centers: ([PreK students](#) who are at least 4 years old by on or before August 31st and are enrolled in public PreK programs administered by PSUs are eligible to participate.)

- Arts programming (i.e., dance, music, theatre, visual arts)
- Workforce Development programming
- Physical Education programming
- Health Education programming

K-12 Centers:

- Arts programming
- Workforce Development programming
- Physical Education programming
- Health Education programming
- STEM programming

8. Student Academic and Enrichment Program Design: Clearly Describe:

- a) overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted students;
- b) academic and enrichment goals, objectives, and outcomes for targeted students that illustrate a theory of change ([Appendix A of the RFP](#));
- c) improvement activities in core academic areas to help students meet State academic standards;
- d) enrichment activities that will complement students' regular academic program; and
- e) rationale (e.g., research-based evidence, best practice, prior promising experience) for selecting effective program components (academic and enrichment).

Reference [Program Design Overview](#) in RFP Guidance for a description of required and optional 2024-2027 Cohort 17 21st CCLC programming.

Note: The text box below is limited to 25,000 characters including spaces



9. Student Academic and Enrichment Program Schedule Narrative:

Provide a Program schedule narrative which must include:

- Number of students served;
- Grade levels served;
- Start and end dates (programs must start by October 15th each year) for academic year; and (if applicable) summer programming
- Daily start and end times;
- Total hours per week for required academic year and (if applicable) summer programming; and
- List of program sites

Reference [Program Design Overview](#) section in RFP Guidance for a description of minimum dosage requirements.

Note: The text box below is limited to 6,000 characters including spaces



Note: Upload a sample schedule in the 'Related Documents' in CCIP for Required Academic Year, and Standard Summer and Summer Intensive programming if applicable.

If multiple sites and/or multiple grade spans are planned with various activities, a sample schedule should be provided for each site and/or grade span.

10. Family Engagement: Describe:

- a) engagement activities aligned to the identified needs of families of targeted students;
- b) family engagement goals, objectives, and outcomes; and
- c) family outreach for student recruitment, persistent attendance, and active family participation (including three required workshops).

Reference [Family Engagement](#) section in RFP Guidance for a description of minimum requirements.

Note: The text box below is limited to 9,000 characters including spaces



11. Project Administration: Describe clear plans for managing the program implementation, including in each of the following areas.

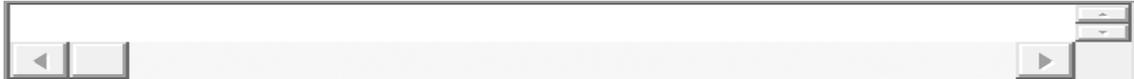
- a. **Well-Qualified Staff:** staffing plan that includes description of the roles, responsibilities, and qualifications of key personnel; and number of staff proposed (professional and paraprofessional); and, if applicable, volunteer management.

Note: The text box below is limited to 6,000 characters including spaces



- b. Staff Recruitment and Retention:** staffing recruitment and retention plan to ensure qualified program personnel are hired and retained to ensure staff/student ratio supports safe and effective implementation of program.

Note: The text box below is limited to 3,000 characters including spaces



- c. Professional Development/Training:** professional development/training plan that will be provided for staff, including volunteers to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.

Note: The text box below is limited to 3,000 characters including spaces



- d. Community Outreach:** plan for informing the community about the learning center, including its location(s), in a manner that is understandable and accessible (e.g., native language, visual and hearing impairments).

Note: The text box below is limited to 3,000 characters including spaces



- e. Student Transportation:** Describe how the transportation needs of participating students will be addressed, including safe transport to and from the 21st CCLC site(s) and home.

Note: The text box below is limited to 3,000 characters including spaces



12. Capacity to Implement, Partner, and Sustain: Describe the organization/agency's

- a.** past experience/success to provide high-quality academic enrichment activities and services;

Note: The text box below is limited to 6,000 characters including spaces



- b.** plan to collaborate with targeted schools and stakeholders throughout the year to continually assess students and refine activities and services to ensure ongoing high-quality academic enrichment opportunities are provided;

Note: The text box below is limited to 3,000 characters including spaces

- c. ability to leverage school and community-based resources including local, state and/or other federal funds to enhance proposed services; and

Note: The text box below is limited to 3,000 characters including spaces

- d. approach to funding sustainability after the grant ends.

Note: The text box below is limited to 3,000 characters including spaces

13. Evaluation Plan and Use of Data: Describe:

- a) a clear set of program effectiveness/student success measures aligned to the program’s proposed goals, objectives, and outcomes, including at least one program attendance measure, one academic achievement measure, and one family engagement measure;
- b) a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed;
- c) a description of the organizational capacity to implement proposed data collection plan and for completing reporting; and
- d) a description of how data will be used for program improvement and evaluation reports will be shared.

Note: The text box below is limited to 15,000 characters including spaces

14. Budget Narrative and Alignment: Provide a budget and detailed budget narrative that:

- a) aligns costs with the proposed program activities, services, and administration; and
- b) demonstrates that costs are reasonable and necessary given the scope and size of the proposed program.

Note: The text box below is limited to 9,000 characters including spaces.

Note: Include detailed projected costs for each of the following budgetary areas, ensuring alignment to the Total Cost Worksheet:

- Personal Salaries and benefits
- Operational Costs (includes transportation, rental/leased space, utilities, etc.)
- Purchased services (includes contracts for professional development, contracted educational programs, and field trips, etc.)
- Supplies and materials
- Equipment and furniture purchases

Related Documents Section

Required Documents

Basic Organization Information form – (template provided)

For the purposes of the 21st CCLC program, the Fiscal Agent is the eligible entity that is authorized to receive funds from the NCDPI. All information and signatures must be completed by an authorized representation of the applying organization. During the application process, the Fiscal Agent should designate a primary individual as the point of contact for 21st CCLC fiscal management, including receiving notifications of grant application status. The Basic Program Information Sheet is used to notify the applicant as to the status of the application whether it is approved or not approved.

If at any time the Fiscal Agent changes from the one identified in the approved proposal, it is the responsibility of the Fiscal Agent to notify the NCDPI Office of Federal Programs of any changes.

In cases of joint submittal, Basic Organization Information (template provided) will need to be copied so that each agency, entity, or organization has signed where required.

Good Standing Document- (template provided)

See definition of Good Standing in RFP section on [Good Standing](#).

Statement of Assurances – (template provided)

Applicants should read carefully all Assurances listed on the 21st CCLC Grant Application. Any questions on these Assurances may be discussed during one of the technical assistance workshops. The Assurances, Debarment Certification, and the Criminal Background Check Certification pages must be signed by an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant in order for the application to be considered.

In cases of joint submittal, Statement of Assurances will need to be copied so that each agency, entity, or organization has signed where required.

Debarment Certification – (template provided)

This certification is required by the regulations implementing Executive Order 12549,

Debarment and Suspension, 13 CFR Part 145. The regulations were published as Part VII of the May 26, 1988, Federal Register (pages 19160-19211). The Assurances, Debarment Certification, and the Criminal Background Check Certification pages must be signed by an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant in order for the application to be considered.

In cases of joint submittal, Debarment Certification will need to be copied so that each agency, entity, or organization has signed where required.

Criminal Background Checks Certification – (template provided)

All staff and volunteers working with students must undergo criminal background checks at the federal, state, and local level. A current and accurate criminal history check must be completed for all individuals, paid or unpaid, working with children either in person or via phone/internet in the program prior to that individual working with students including, but not limited to certified teachers, any school district staff, and any person that will be tutoring or directly working with students. No staff or volunteers may begin working with students in the 21st CCLC program until the criminal background checks have been completed and cleared. Background checks obtained/submitted by employees or volunteers must not be accepted. Any persons that are or have been convicted of any heinous crime against youth or any violent criminal acts must automatically be disqualified from employment.

In cases of joint submittal, Criminal Background Checks Certification will need to be copied so that each agency, entity, or organization has signed where required.

NOTE:

The Basic Organization Information, Assurances, Debarment Certification, the Criminal Background Check Certification, and the Memorandum of Understanding pages must be signed by an authorized representative of the organization (i.e., Fiscal Agent) seeking the grant. In cases of joint submittal, all documents requiring signatures will need to be copied so that each agency, entity, or organization has signed where required.

Written Fiscal Procedures – (no template)

Uniform Guidance (2 CFR Part 200) specifies the fiscal requirements for grants and the associated agreements with state and local governments. Standards for financial management systems include:

Effective control and accountability must be maintained for all grant and sub-grant cash, real and personal property, and other assets.

Grantees and subgrantees must adequately safeguard all such property and must assure that it is used solely for authorized purposes.

Actual expenditures or outlays must be compared with budgeted for each grant or sub-grant. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payrolls, time and attendance records, contract and sub-grant award documents, etc.

While the Uniform Guidance does not stipulate a specific accounting system, the accounting system must provide detailed information regarding each transaction using 21st CCLC funds. For example, it is not enough to record that \$5,000 was spent on equipment. The accounting system must maintain \$5,000 was spent on a computer from [NAME] Company and the date of the purchase.

For adequate internal control, programs must have written fiscal procedures. As applicable, policies should be in place for procurement to include conflict of interest, vendor payment, inventory, payroll time and distribution, segregation of duties, cash requests and records retention. It is important that procedures have a description of how these policies will be followed.

Financial Audit/Status Statement – (no template)

Uniform Guidance requires organizations to have an independent audit conducted by an independent Certified Public Accountant (CPA) when the annual fiscal year total of all federal funds reaches \$750,000. Audits must be conducted by a certified CPA or by an accountant certified by the Local Government Commission (LGC) as qualified to audit local government accounts. The audits shall be performed in accordance with generally accepted auditing standards (GAAS) and the financial statements must be prepared in conformity with general accepted accounting principles (GAAP). All applicants are required to submit the most recently completed audited financial statement for the Fiscal Agent with this grant application. If no statement is available, applicant must include a written statement explaining why audit information is not available.

Private Schools Consultation – (template provided)

Sections 8501 of the Every Student Succeeds Act (ESSA) require that timely and meaningful consultation occur between any entity receiving 21st CCLC funds and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act and shall continue throughout the implementation and assessment of activities under this section.

The organization must annually notify private schools operating within the 21st CCLC program area of availability, of the opportunity for private school student participation at no cost. The private schools included must be listed to include any private schools operating in the attendance area of the 21st CCLC program and the *Consultation and Statement of Assurances for the Provision of Equitable Services to Private School Children for Title IV-A* form must be uploaded to CCIP where indicated. If no private schools are operating, the applicant must indicate in the application that no schools are operating. *The current list of North Carolina conventional non-public schools (i.e., private schools) is available at:*

<http://www.ncdnpe.org/convnonpub.aspx>.

Public Notice- (No template provided)

Applicants must provide evidence of a public notice concerning their organization applying for the 21st CCLC grant.

Total Cost Worksheet – (Excel Spreadsheet)

Applicants must list by line item all expenditures for the proposed program including requested grant amounts for each expenditure category.

21st CCLC Proposed Feeder School(s) with School Poverty & Performance Status – (Excel Spreadsheet)

Applicants must complete the Excel template provided with appropriate information completed for all schools the 21st CCLC program proposes to serve and the related poverty percentages and low performing status of each.

Data Integrity and Confidentiality Certification – (template provided)

The Fiscal Agent must certify the applicant’s full understanding and adherence to the Data Integrity and Confidentiality Certification policy guiding the protection of all personally identifiable information in adherence with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §12329, 34 C.F.R. Part 99.

System for Award Management (SAM) Registration Confirmation Notices - (no template provided)

All applicants are required to upload a copy of their SAM Registration Confirmation notice to CCIP. The registration confirmation must be up to date and the expiration date must be visible.

Registering with SAM from April 4, 2022 and beyond:

On April 4, 2022, the U.S. Department of Education joined other Federal agencies and transitioned to utilizing new Unique Entity Identifiers (UEIs) for grant recipient and applicant organizations, rather than the previously utilized D-U-N-S numbers. The UEI is administered through SAM.gov (System for Award Management).

If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity’s registration record in SAM.gov. To learn how to view your UEI, see this guide: [How can I view my unique entity identifier \(UEI\)?](#).

If you are not registered at SAM.gov, create a new registration by clicking on the “Get Started” link under the “Register Your Entity...” heading in SAM.gov.

We recommend that organizations initiate the process with SAM.gov as soon as possible, as it may take some time for registration to be completed.

For detailed information about this change, please refer to the Fact Sheet found here: [UEI Transition Fact Sheet](#).

Sample Program Schedule (no template provided)

All applicants are required to upload a sample schedule to CCIP for Required Academic Year programming, and if applicable, Standard Summer and/or Summer Intensive programming.

If multiple sites and/or multiple grade spans are planned with various activities, a sample schedule should be provided for each site and/or grade span.

Optional Documents

Memorandum of Understanding (MOU) – (optional template provided)

This document should outline the specific roles and responsibilities of each partnering agency, entity, or organization participating in a joint submittal. The MOU must be signed and dated by each agency, entity, or organization participating in the joint submission where required.

NOTE:

Applicants who are not submitting an application jointly, may include an MOU to reflect their level of collaboration with other organizations or agencies who will provide services or resources to the project even though they may not share fiduciary responsibility. Applicants who are submitting an application jointly, must complete the MOU and be signed by applying partners.

Other Partnership/Collaborative Agreements

The establishment of collaborative partners is critical to both the implementation and sustainability of the 21st CCLC program. A collaborative partner provides routine, regular, and ongoing services to the program as outlined in a signed partnership agreement (e.g., the regular use of facilities and equipment, mentors/tutors, etc.). A collaborative partner also plays a critical role in sustaining the program as grant funds decrease. Although Partnership/Collaborative Agreements are in the Optional Document section, applicants can demonstrate efforts to establish and maintain partnerships for implementing and sustaining the grant by including signed Letters. The review of these documents will be part of the evaluation for the Grant Details section, Capacity to Implement, Partner, and Sustain.

If awarded, the following documents will be required once funding is approved. Additional documents may be required.

- 21st CCLC Program Organizational Chart
- Budget 208 Form
- Fire and Safety Inspections
- Occupancy Certificates
- Transportation Inspections

PART 3: APPLICATION REVIEW AND SELECTION PROCESS

As outlined with the North Carolina State Board of Education (SBE) policy CNTR-001, all 21st CCLC applications submitted will go through the following review process.

Initial Login and Screening: Each application is reviewed to determine the presence of basic components including proposal sections, applicant and partner signatures, and other essential items outlined in the Application Guidance.

Level I Review: The review team is comprised of experienced grant readers from various professions. Impartial reviewers will evaluate each application based on the proposed activities and the capability of the applicant to implement the proposed program.

A review team of three reviewers will assess each application utilizing a Rating Rubric (Appendix D). Scores from the independent evaluations will be averaged to determine a final rating for each application. Each proposal will be included in one of the five following quality bands:

1. Excellent (123-145)
2. Strong (100-122)
3. Average (76-99)
4. Weak (55-75)
5. Unacceptable (54 or below)

Level II Review: Applications recommended for funding by the review team will be reviewed by a smaller team of reviewers (which may include the Office of Federal Programs director and review team chairpersons). These reviewers will use the following criteria and will assign priority points to applications that meet with specific funding priorities.

1. Good Standing
2. Absolute Priority
3. Jointly submitted by public school unit and at least one public or private community organization (or when exception is met by public school unit.)
4. Propose to serve CSI and/or TSI schools
5. Propose to serve students from feeder schools with greater rates of chronic absenteeism.
6. County Distress Rankings
7. Unserved Counties

NOTE:

Applicants must request priority points and indicate which priority area(s) apply by checking the appropriate box in the Grants Detail section of the application in CCIP. Applicants must submit all the required forms as noted to document that the proposed program meets the criteria to receive priority point(s).

In addition to a quality review score, all applications will receive a technical review to ensure all required and related documents are complete, including all official signatures on all required documents. Any

required document(s) not completed or submitted in its entirety and/or is missing official signatures will be considered incomplete in its submission and will receive a point deduction(s) for each incomplete required document submitted. Any Technical Review point deductions will be applied to the final score of the application, reducing the final score.

Level III Review: Using evaluation results from the level I and level II evaluations, the Office of Federal Programs director and other leadership appointed by the appropriate chief officer, jointly determine with the appropriate SBE Committee the final recommendations to the SBE for approval based on the total amount of funds requested compared to the total amount of funds available.

Upon approval from the SBE, the General Contact Person and Fiscal Agent (if different organization from the General Contact) will be notified via email and written letter through standard mail.

For information on the appeals process, see Appendix G.

PART 4: APPENDICES

Appendix A: 2024-2027 NCDPI Statewide Performance Goals

NCDPI has established a set of performance goals and indicators as a part of the statewide evaluation of 21st CCLC Programs. Beginning with the 2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program, all awarded applicants will be asked to design their proposed programs to align with the NCDPI 21st CCLC statewide goals as well as collect and report outcome data.

Performance Goal 1: Projected numbers of students are enrolled.	
Objective	Description
1.1	The majority (51% or more) of subgrantees enroll at least 75% of their projected number of students.
1.2	The majority (51% or more) of students served statewide are from low-income schools.
1.3	<p>The majority (51% or more) of students served statewide are in need of academic support based on one or more of the following criteria:</p> <ul style="list-style-type: none"> ○ scored “non-proficient” (i.e., Level I, II, or III) on the previous year’s state test in reading and/or math ○ scored below grade level standard (i.e., Level I or II) on previous year’s state test in reading and/or math. ○ identified as below grade level standard on the most recent district-level benchmark assessment in reading and/or math. ○ Below “satisfactory” grades in core content subject areas (e.g., D or below). ○ on-time grade-level promotion not attainable due to academic performance ○ on-time graduation not attainable.
Performance Goal 2: Enrolled students attend program for 30 days (90 hours) or more.	
Objective	Description
2.1	Statewide percentage of students attending 30 days (90 hours) or more is at least 70% (80% in PreK and elementary, 60% in middle school, and 40% in high school).
2.2	Statewide percentage of centers with an average attendance of 30 days (90 hours) or more will not fall below 87%.
Performance Goal 3: Programs will offer services in core academic areas, enrichment, and family	

engagement.	
Objective	Description
3.1	<p>More than 85% of centers offer services in at least two (2) of the following core academic areas per grade span (i.e., PreK, K-5, 6-8, 9-12):</p> <ul style="list-style-type: none"> • <u>PreK Centers:</u> <ul style="list-style-type: none"> ○ Early literacy programming aligned with NC Foundations for Early Learning and Development Language Development and Communication subdomains of Foundations of Reading and Foundations of Writing. ○ Math programming aligned with NC Foundations for Early Learning and Development Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning, and Mathematical Thinking and Expression. ○ Science programming aligned with NC Foundations for Early Learning and Development Cognitive Development subdomains of Construction of Knowledge: Thinking and Reasoning and Scientific Exploration and Knowledge • <u>K-12 Centers:</u> <ul style="list-style-type: none"> ○ Literacy programming aligned with feeder district(s)/school(s) annual literacy support plans; ○ Math programming aligned with feeder district(s)/school(s) annual math support plans; ○ Science programming aligned with NCDPI’s 2023 K-12 Science Standards.
3.2	<p>More than 85% of centers offer enrichment support activities in at least two (2) of the following areas per grade span (i.e., PreK, K-5, 6-8, 9-12):</p> <ul style="list-style-type: none"> • <u>PreK Centers:</u> <ul style="list-style-type: none"> ○ Arts programming (i.e., dance, music, theatre, visual arts) aligned with NC Foundations for Early Learning and Development domains of Approaches to Play and Learning and Cognitive Development (with a focus on the subdomain of Creative Expression) ○ Workforce Development programming utilizing age-appropriate implementation methods outlined in Table 1 (see below). ○ Physical Education programming aligned with NC Foundations for Early Learning and Development domains Approaches to Play and Learning and Health and Physical Development ○ Health Education programming aligned with NC Foundations for Early Learning and Development domains Approaches to Play and Learning and Emotional and Social Development. • <u>K-12 Centers:</u> <ul style="list-style-type: none"> ○ Arts programming (i.e., dance, music, theatre, visual arts) aligned with NCDPI’s Arts Standard Course of Study

	<ul style="list-style-type: none"> ○ Workforce Development programming utilizing age-appropriate implementation methods outlined in Table 1 (see below) and aligned to the NCDPI CTE Essential Standards (Grades 5-12 only). ○ Physical Education programming aligned with NCDPI K-12 Physical Education Essential Standards ○ Health Education programming aligned with NCDPI K-12 Health Education Essential Standards ○ STEM programming aligned with the NCDPI adopted Digital Learning (K-12)
3.3	<p>Statewide percentage of participating PreK-12 students’ parents or caregivers attending at least one (1) 21st CCLC family engagement event during the academic year is at least 50% (60% in PreK and elementary, 40% in middle school, and 20% in high school).</p>
3.4	<p>91% or more of subgrantees offer family engagement services that meet the following requirements:</p> <ul style="list-style-type: none"> ● Overall 21st CCLC family engagement plan is aligned with feeder district(s)/school(s) family engagement plans ● Host at least three (3) educational workshops annually for families of participating students focused on each of the following topics: <ul style="list-style-type: none"> ○ <u>Educational Workshop 1</u>: must focus on deepening participating families’ understanding of the connection between consistent school-day attendance and future student success. ○ <u>Educational Workshop 2</u>: must focus on offering families training on age-appropriate home-based strategies for supporting students’ social-emotional well-being, and/or providing access to community resources supporting student and family mental health. ○ <u>Educational Workshop 3</u>: must focus on offering families’ the opportunity to gain skills and knowledge for supporting students’ academic needs including literacy and related educational development.
<p>Performance Goal 4: Enrolled students attending the program (30 days [90 hours] or more) will demonstrate educational and social benefits and exhibit positive behavioral changes.</p>	
<p>Centers serving students in PreK</p>	
Objective	Description

4.1	The statewide percentage of PreK participants attending the program (30 days [90 hours] or more) will demonstrate academic kindergarten readiness greater than the state average.
4.2	The statewide percentage of PreK participants attending the program (30 days [90 hours] or more) demonstrate emotional and social kindergarten readiness greater than the state average.
4.3	The majority (51% or more) of PreK participants “in need of improvement” (attending the program 30 days [90 hours] or more) will demonstrate improved engagement in learning.
Centers serving students in Grades 4-8	
Objective	Description
4.1	The statewide percentage of participants attending the program (30 days [90 hours] or more), with two years of state test data (Grades 4-8), demonstrate academic progress by improving from levels I or II to level III-V greater than the state average.
4.2	The statewide percentage of participants attending the program (30 days [90 hours] or more), with two years of state test data (Grades 4-8), who improve from “non-proficient” (levels I, II or III) to “proficient” (levels IV or V) will be at least 11%.
4.3	Participants attending the program (30 days [90 hours] or more) with two years of state test data (Grades 4-8) will demonstrate year-to-year change on state tests in reading and math at least as great or greater than the state population year-to-year change.
4.4	The majority (51% or more) of participants “in need of improvement” (attending the program 30 days [90 hours] or more) will demonstrate improved engagement in learning.
Performance Goal 5: NCDPI strengthens the quality of 21 st CCLC programs by providing capacity-building initiatives for subgrantees.	
Objective	Description
5.1	90% of participating subgrantee attendees rate the NCDPI-sponsored 21 st CCLC professional development session(s) of high quality .
5.2	90% of participating subgrantee attendees rate the NCDPI-sponsored 21 st CCLC professional development session(s) of high relevance to their work.

Appendix A, Table 1:

Examples of Workforce Development Efforts					
Preschool and Elementary School Exposure and Awareness		Middle School Exploration and Engagement		High School Immersion, Participation, and Preparation	
Career days		Project-based learning		CTE and career development courses (e.g., identifying general SEL skills that are transferable across specific careers and jobs), leading to dual degrees, postsecondary credits, and certifications	
Guest classroom speakers		Community service and service-learning		Work-based learning	Career Pathway programs
Field trips	Exposure through literature	Job shadowing	Mock interviews	Internships	Externships
		Career mentoring		Simulated work-based experiences	Apprenticeships

Dermody, C., Dusenbury, L., Greenberg, M., Godek, D., Connor, P., Cross, R., Martinez-Black, T., Solberg, S., Kroyer-Kubicek, R., Atwell, M., Bridgeland, J. (2022). A Developmental Framework for the Integration of Social and Emotional Learning and Career and Workforce Development.

Appendix B: Glossary of Terms

21st Century Community Learning Centers (21st CCLC) – programs that provide significant expanded learning opportunities for students and their families to assist students in meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs) during non-school hours or periods when school is not in session (such as before and after school or during summer recess) that reinforce and complement the regular academic programs of the schools attended by the students served; and offers families of students served by such center opportunities for literacy and related educational development.

Average Daily Attendance (ADA) – Student attendance is the presence of a student on days when the 21st CCLC program is in session. Average Daily Attendance (ADA) is calculated by summing the total number of days of attendance for all students and dividing that sum by the total number of program days in the period.

Center (site) – the physical location where grant-funded services and activities are provided to participating students and adults.

Community Partner – an organization, other than the sub-grantee, that actively contributes to the 21st CCLC-funded project.

Comprehensive Program Monitoring Reviews (CMPRs) – are conducted on-site at the organization location where program documentation is maintained with visits to individual centers (sites) as appropriate. The review process utilizes an instrument with four (4) compliance strands. Following the review, a report is completed based on a rating rubric. The organization must respond in writing to each item marked as Finding within thirty (30) business days of receipt of the report. The organization's response must demonstrate the required action has already been addressed by including supporting documentation with the response.

Comprehensive Support and Improvement (CSI) School – may be identified by low performance, low graduation rates, or lack of Targeted Support improvement as noted below:

- The lowest performing five percent (5%) of Title I schools
- High schools with a four-year cohort graduation rate of less than 66.7%.
- A Targeted Support and Improvement (TSI) not exiting such status after three years (not applicable during this grant cycle).

Download the [2023-2024 CSI and TSI Lists](#) (The link says 23-24, however this is 22-23 information within the list)

Data Integrity and Confidentiality Certification – form requiring signature of the registered fiscal agent certifies the applicant's full understanding and adherence to the Data Integrity and Confidentiality Certification policy guiding the protection of all personally identifiable information in adherence with the [Family Educational Rights and Privacy Act \(FERPA\)](#), 20 U.S.C. §12329, 34 C.F.R. Part 99.

Eligible Students – the 21st CCLC program primarily serve students from feeder schools in high poverty

areas and those who attend low-performing, CSI, or TSI schools.

Feeder Schools – the school or schools that students participating in the 21st CCLC program are attending.

Fiscal Agent – is the eligible entity that is authorized to receive funds from the NCDPI and acts as the manager in charge of receiving, managing, and administering all financial costs and expenditures in accordance with program requirements, and maintains the documentation needed to support the use of funds. It is the responsibility of the individual identified as the Fiscal Agent Representative to: 1) maintain accurate and updated contact information for all 21st CCLC sites with NCDPI; 2) ensure adherence to all assurances and certifications associated with the 21st CCLC grant; 3) ensure that sub-grantees (including other partners when the sub-grantee is a group or partnership) and contractors are aware of the requirements associated with maintaining verifiable fiscal records associated with the services or other contributions provided by the organization; and 4) assume responsibility for the reconciliation of any audit exception or compliance finding, including as necessary, the repayment of 21st CCLC funds from a non-federal funding source.

Fiscal Desk Reviews (FDRs) – are conducted at DPI each year based on documentation submitted by each organization to the Division to support program and fiscal compliance. For 21st CCLC programs, the program review includes, but is not limited to an assessment of the approved project, budgets and amendments, and documents uploaded in CCIP. In addition, Desk Reviews may be conducted quarterly comparing approved budgets to expenditure reports. For organizations utilizing the ERaCA system, the fiscal review includes a sampling of supporting documents submitted to DPI on a monthly basis reconciled to cash drawdowns.

Fiscal Monitoring Reviews (FMRs) – are conducted on-site at the organization location where fiscal records are maintained. The review process utilizes an instrument with seven (7) compliance strands. Following the review, a report is completed based on an FMR Rating Rubric. The organization must respond in writing to each item marked as Finding(s) within ten (10) business days of receipt of the report. The organization's response must 1) demonstrate the required action has already been addressed by including supporting documentation with the response, or 2) describe a specific action plan for completing the required action with a detailed timeline and persons responsible.

Good Standing- See definition of Good Standing in RFP section on [Good Standing](#).

Geographic Proximity- For the purpose of obtaining a joint applicant priority point for the Cohort 17 21st Century Community Learning Center (CCLC) application, any organization applying must partner, collaborate, and coordinate with at least one external organization within the community and/or State. An exception to this rule is only permissible by statute if the organization can demonstrate it is unable to partner with an eligible organization within reasonable geographic proximity and of sufficient quality to meet the requirements of this component which for the purpose of this grant means that the proposed service site for a 21st CCLC must be located within the geographical attendance zone of the eligible feeder school(s) from which students will be served.

Government Performance and Results Act (GPRA) – enacted in 1993, the law requires federal agencies to engage in performance management tasks such as setting goals, measuring results, and reporting on their progress.

Hours of Operation – the number of program hours offered to students participating in 21st CCLC programming. Research demonstrates that effective 21st CCLC programs have student participation on a regular (not drop-in) basis. Therefore, the hours of operation should be relatively consistent across the school year and summer programming if applicable. Refer to the [Program Design Overview](#) section for minimum dosage requirements for Required Academic Year programs and Optional Summer Learning programs.

Instructor(s) – the person or persons employed by a 21st CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the 21st CCLC program. Instructors may also be referred to as “tutors.”

Joint Applicant – applicants that submit a single joint application between at least one LEA/PSU/PSU receiving funds under Title I, Part A and at least one public or private community organization, city or county governmental agency, faith-based organization, Bureau of Indian Education, higher education institution, or for-profit corporation. Joint applicants provide a significant level of support to the 21st CCLC grant’s fiscal agent organization during the pre-grant design, planning, and application phase, followed by material involvement during the post-award program delivery of grant related services. Although the support may come in monetary form, or in-kind contributions, in order to be considered a joint applicant, both organizations must play an ongoing continuous role throughout the grant period, without which the applicant would not pursue the award of a 21st CCLC grant.

Additional Related Definitions:

- **Partner** - is a non-applicant entity that provides varying levels of support and/or enhancement to the grant related programming. The support may come in multiple forms comprising financial contribution, in-kind contribution, volunteer participation, or provision of program components directly connected to the fulfillment of the partner organization’s mission.
- **Subcontractor/Vendor** - is an entity that provides varying levels of grant related support on a contract or fee-for-services basis. While fee-for-services components may comprise both the joint applicant and partner relationships, a subcontractor/vendor relationship does not require any in-kind contribution and is therefore not considered a joint applicant. Examples of subcontractor/vendor relationships might be fees associated with a special speaker or presentation, fees for transportation or tickets associated with field trips, or fees for any other program related services provided by an unrelated third party under a contract or other agreement.

Note: Both the joint applicant and partner relationships should include material in-kind contribution to the program, and these contributions should be clearly demonstrated in the content of the application.

Local Education Agency/Public School Unit (LEA/PSU) – Synonymous with a local school administrative unit meaning a subdivision of the public school system which is governed by a local board of education. This includes charter and lab schools. G.S. 115C-5

Local Evaluation – annual evaluation conducted by local-level 21st CCLC sub-grantees. Findings must be

used to refine, improve, and strengthen the programs and improve performance measures. Evaluation results must be made public on request.

Low-performing Schools – Low-performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and EVAAS growth.

“Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” (G.S. 115C-105.37(a)), and

“A Low-performing local school administrative unit is a unit in which the majority of the schools in that unit that received a school performance grade and school growth score as provided in G.S. 115C-83.15 have been identified as low-performing schools, as provided in G.S. 115C-105.37.” (G.S. 115C-105.39A(a)).

Download the [2022-23 Low-Performing State Designations](#)

Measures of Effectiveness – standards established to ensure the purpose and intent of Title IV is met through the design of programs and use of funds.

Memorandum of Understanding (MOU) – refers to a signed agreement between two or more parties outlining the terms and details of an understanding (in this case collaboration among parties for the joint commitment and obligation to the 21st CCLC program), including the expectations of each parties' commitment to the program if awarded funding, including roles, responsibilities, and accountability.

North Carolina Center for Afterschool Programs (NCCAP) – established in 2002, the NCCAP is a comprehensive statewide afterschool and expanded learning network, with key partners including afterschool providers, state agencies, state and local policymakers, law enforcement, universities and community colleges, business, and the philanthropic community, working together to increase access to high quality afterschool and expanded learning programs for all children and youth in North Carolina, especially for those at-risk of education failure.

Out-of-School Time (OST) – structured programming held outside of the regular school day (may include after school, before school, weekend, summer, or intercessions). Programming must provide a minimum of 300 student contact hours during the academic year.

Parent(s)/Legal Guardian(s) – refers to the person or persons legally responsible for the guardianship of the student.

Positive Youth Development – strategies that empower youth to make responsible health promoting decisions for self and community by teaching and assessing life skills, building self-efficacy in youth, fostering resiliency, modeling desired behaviors, and developing meaningful relationships in a sincere, caring, and nurturing environment.

Regular School Day – refers to start and end times as listed on proposed feeder schools approved academic year.

Right Sizing Program- refers subgrantees who fail to meet attendance requirements and receive a

reduction in funds. Subgrantees will be required to update their overall enrollment goals and/or adjust the number of slots per site.

Standards for Monitoring – a set of criteria that 21st CCLC programs are required to meet in order to demonstrate that the programs they provide to students are high quality.

State Assessment – assessment(s) administered by a given state relied upon by the state education agency (SEA) to meet consolidated reporting requirements under the No Child Left Behind (NCLB) Act of 2001.

STEM – refers to Science, Technology, Engineering, and Mathematics (STEM) programs designed to inspire and encourage students by engaging them in hands-on, experiential, inquiry-based, and learner-centered activities (including engineering design processes) that embrace each STEM component and their interrelationship not just in theory but in real world practice.

State Education Agency (SEA or State) – the state agency that provides oversight for federal grants administration is the North Carolina Department of Public Instruction (NCDPI). The State Superintendent of Schools implements the administrative functions on behalf of the North Carolina State Board of Education.

Student Enrollment – the term student enrollment represents the number of students who have registered and attended one day of 21st CCLC programming. Once a student is initially counted in the enrollment figure, he/she remains in that count throughout the school year even if they cease to attend the 21st CCLC program. Students who are registered and enter the the program may not be deleted and must be entered into 21DC.

Subgrantee – agency or entity that is awarded a sub-grant by and is accountable to the NCDPI.

Submitted Jointly – two or more entities or organizations who are applying together and share equal responsibility for the 21st CCLC program. In cases of joint submittal, all pages requiring signatures will need to be copied so that each agency, entity, or organization has signed where required.

Targeted Support and Improvement (TSI) School – are identified as schools with consistently underperforming subgroups. North Carolina defines subgroups as “consistently underperforming” if the subgroup receives a grade of “F” on the NC statewide system of annual meaningful differentiation (School Performance Grades) for the most recent and the previous two (2) years. Schools will annually exit this identification if the identified subgroup(s) receives a grade of “D” or above for the most recent and the previous year. Download the [2023-2024 CSI and TSI Lists](#) (The link says 23-24, however this is 22-23 information within the list)

The Elementary and Secondary Education Act (ESEA) – the principle federal law affecting education from kindergarten through high school. ESEA is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2016, and to create and implement a single, statewide accountability system.

The Every Student Succeeds Act (ESSA) – the ESSA reauthorizes the ESEA) of 1965. Organizations that implement 21st CCLC programs beginning in the 2017-18 school year, must comply with the provisions

outlined in the new law.

Title I – the federal ESEA program that focuses on improving the academic achievement of the disadvantaged by ensuring that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and State academic assessments.

Tutors – the person or persons employed by a 21st CCLC program to deliver instruction in reading, English/language arts, and/or mathematics to eligible student(s) enrolled in the provider’s program. Tutors may also be referred to as “instructors.”

Appendix C: Sample Program Schedules

One Month Programmatic Schedule for Sites

Days of the Week in Operation: Mondays-Thursdays (School Year)

Hours of the Week in Operation: 3:00-6:30 p.m. Monthly Theme: Weather

Activity	Brief Description	Curriculum/ Activity Resource	Frequency/ Time	Who is Participating	Format
Attendance and snack	Students meet in grade level groups for roll call, select a healthy snack of choice and get instructions for the afternoon.	Not applicable	3:00-3:30/ Daily	All students	Site Director will monitor snacks and take attendance as students arrive.
Homework Assistance	Students meet in smaller groups with a tutor to assist with homework. Students without homework will work on independent study to review weak skills.	County grade level pacing guides and teacher assignments	3:30-4:15/ Daily	All students	Students will break out into grade level groups for homework assistance supervised by coaches.
Reading	Students work in small groups with tutor/mentor coach to reinforce and build reading skills through active learning activities and technology.	Come With Me Science; AIMS; SRA Corrective Reading, Common Core Standard Literature	4:15-:500 Mondays and Wednesdays	All students in small groups of 10-15 students	Groups of 10-15 students with mentor coach or tutor.
Math	Students work in small groups with tutor/mentor coach to reinforce and build math skills through active learning activities and technology.	Come With Me Science; AIMS; Common Core Standard; Literature	4:15-5:00/ Tuesdays and Thursdays	All students in small groups of 10-15 students	Groups of 10-15 students with mentor coach or tutor
Team Building, Character Education, Social Skill	Students meet in grade level groups with behavioral health coordinator to participate in activities that build self-esteem, and goal plan.	Start Something program. Books: Life Skills Grades K-5; Promoting Positive Values; Character Education-the ladder to Success”	5:00- 5:30 Mondays and Wednesdays	All students in grade level groups	Grouped students with behavioral health coordinator, mentor coaches or tutors
STEM Program	Students are given time to enhance and apply skills in math and reading through the STEM activities in (science, technology, engineering)	Music, Art, Drama, Guest engineer, science professional and East Carolina University students majoring in STEM related degrees,	5:00-5:45 Tuesdays and Thursdays	All students, Students will be allowed to work individually, with a partner or in small groups	Guest presenters and instructors.
Physical Fitness and Social Development	Students gather in interest groups to participate in fitness activities that promote team building, leadership skills, and fitness.	Geo-Fitness program, Fitness Skillastic and Energizer programs, other games	5:45-6:30/ Daily	All students in interest groups	Grouped students, recreation coordinator will participate in organized activities, with mentor coaches

2024-2027 NCDPI Cohort 17 21st CCLC Competitive Grant Program

Terrific Thursday	Students will participate in various activities as a positive incentive to continue to do their best.	Games, Field Trips, Movies, Cultural Activities	4:30-6:30/ The last Thursday of the month	Students meeting criteria for positive behavior	Site Director, mentor coaches will monitor students during activities
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Sample: Proposed Program Activity Schedule

Activity	Brief Description	Frequency/Time	Who is Participating	Format
Snack Time	Students receive daily nutritious snacks after reporting to afterschool site	One Per Day	All Students	Students meet with group leaders in fellowship hall.
Arts Enrichment	Dance, Visual Arts, Literacy, Music and more Photography (4-H curriculum)	Daily	All Students	Large group sessions with speakers/facilitators from the community.
Academic and Technology Programming	Homework assistance. Tutoring support as needed. Computer skills development.	Daily	All Students	Students work in age appropriate group settings with group leader.
Enrichment Programs	4-H All-Stars Curriculum and A Journey Toward Womanhood	Daily	All Students	Students working in small group setting with group leader
Field Trips	A variety of cultural field trips including the Community Council for the Arts, Neuseway Park, the NC Aquarium, libraries, Discovery Place museums, etc.	Monthly	All Students	Students working in small group setting
Recreation/Physical Activity	Students meet for structured activities such as dance, exercise, gardening, etc.	Daily	All Students	Students meet and interact in small group sessions
Saturday Academy	Leadership Development and Service-Learning Component	1 st and 3rd Saturday of each month	Selected Students	Students working in small group setting with group leader

Weekly Sample Schedule

	Monday	Tuesday	Wednesday	Thursday
3:00-3:30pm	Snack & fitness	Snack & fitness	Snack & fitness	Snack & fitness
3:30-4:30pm	Academic Tutoring & support	Academic Tutoring & support	Academic Tutoring & support	Academic Tutoring & support
4:30-5:00pm	K-2:SEL 3-5:Phy. Activity MS:	K-2:Phy. Activity 3-5:SEL MS:Drama	K-2:SEL 3-5:Phy. Activity MS:Running Club	K-2:Phy. Activity 3-5:SEL MS:Drama
5 pm- 6 pm	K-2:STEM 3-5:Art MS:	K-2:Art 3-5:STEM, BoB MS:Drama	K-2:STEM, BoB 3-5:Art MS:Running Club	K-2:Art 3-5:STEM, BoB MS:Drama

Weekly Sample Schedule

	Monday	Tuesday	Wednesday	Thursday
7:45-8:00am	Breakfast	Breakfast	Breakfast	Breakfast
8:00-10:00am	Write Brain and/or Math for Love- according to group	Write Brain and/or Math for Love according to group	Write Brain and/or Math for Love according to group	Write Brain and/or Math for Love according to group
10:00-10:45am	Snack/Fitness	Snack/Fitness	Snack/Fitness	Snack/Fitness
10:45-11:00am	SEL (conversation/collaboration cards by Sanford Harmony)			
11:00am-12:30pm	Art or STEMaccording to group			
12:30-1:00pm	LUNCH	LUNCH	LUNCH	LUNCH

Appendix D: Resources

Information on NC Schools and Students

- [School Performance Data](#)
- [List of Title I Schools](#)
- [2022-23 Low-Performing State Designations](#)
- [List of Comprehensive Support & Improvement Schools \(CSI\) and Targeted Support & Improvement \(TSI\) Schools](#)
- [21st CCLC Cohort 17 Equitable Funding County List](#)

Resources for Designing and Sustaining High-Impact Out-of-School Time Programs

- Developing a Needs Assessment
 - [Designing a Needs Assessment](#): Use this Y4Y Click & Go Professional Development Resource to discover what data you will need to plan your activities and write solid needs assessment statements that will guide your work. Access a mini-lesson on needs assessments, external resources on data collection, as well as tools for implementing a needs assessment of your own.
 - [Resources for Starting an Afterschool Program](#): NCCAP offers links to a variety of Out-of-School Time Toolkits to support organizations in designing data-informed and impact-driven afterschool programs, including resources on developing and implementing community needs assessments.
- Summer Learning Program Development
 - [Summer Learning Toolkit](#): Use this resource from the Wallace Foundation to use a step-by-step research-based summer program planning guide with templates for enrichment planning, staff hiring, student recruitment and more.
 - [National Summer Learning Association](#): A variety of resources, research and professional development opportunities focused specifically on designing and implementing high-impact summer learning programs.
- Family and Community Engagement
 - [Family Engagement Database](#): Compiled by the Afterschool Alliance and New York Life, this extensive resource guides includes links to a variety of toolkits and sample programs to support the development of impact-driven family engagement programs in out-of-school time settings.
 - [Strategies for Equitable Family Engagement](#): Use this resource to develop culturally responsive and inclusive family engagement strategies focused on supporting and celebrating all families and cultures in your out-of-school-time setting.
 - [Critical Practices for Inclusive Community Engagement](#): Learning for Justice (formerly Teaching for Tolerance) compiles a list of best-practices for anti-biased community engagement practices in education settings.
- Data Collection and Evaluation
 - [Building Quality in Afterschool](#): The American Institute for Research provides a variety of resources focused on supporting afterschool programs in developing quality

standards, designing and implementing research-based assessments, and using data to identify appropriate skill-building activities for students and families.

- Program Funding Sustainability
 - [Planning for the Future](#): Afterschool Alliance has compiled a variety of resources for programs to use to design their own funding sustainability plans, including this [sustainability planning worksheet](#).

General Information to Support Afterschool Programming Implementation

[Afterschool Alliance](#) – The Afterschool Alliance was established in 2000 by the Charles Stewart Mott Foundation, the U.S. Department of Education, J.C. Penney Company, Inc., the Open Society Institute/The After-School Corporation, the Entertainment Industry Foundation and the Creative Artists Agency Foundation. The organization offers a wide array of publications that assist out-of-school time program officials with the development of high-quality program activities.

[CASEL](#) – The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

[Character.org](#) – Character.org offers resources and strategies to empower principals, teachers, counselors, parents and community members to help schools educate and inspire young people to become ethical and engaged citizens. The site offers character education lessons and publications.

[Equitable Learning Library](#) - The Equitable Learning Library helps educators, parents, and policy makers find resources and recommendations for transforming student experiences and learning outcomes to build more equitable learning environments

[Restorative Practices](#) - All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive. **Restorative practices** is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Though new to the social sciences, restorative practices has deep roots within indigenous communities throughout the world.

[National Center on Time and Learning](#) – The National Center on Time & Learning is dedicated to expanding learning time to improve student achievement and enable a well-rounded education. The site offers valuable resources including a newly developed Quality Time Analysis Tool to review expanded learning opportunities within the school day.

[North Carolina Arts Council](#) – The NC Arts Council has branches throughout the State and can identify program resources for Arts Education in your areas.

[North Carolina Center for Afterschool Programs \(NCCAP\)](#) – NC CAP provides essential resources for developing high-quality afterschool programs including the Established Standards of Excellence, Afterschool Professional Core Competencies, and Recommended Standards for After-school Physical Activity. Additionally, the 2013 Roadmap of Need is also available to assist programs in assessing the needs of the community.

[North Carolina Parent Teacher Association \(NCPTA\)](#) – The NCPTA offers valuable resources related to parent and community involvement including helpful parent materials to support students’ learning and healthy development.

[North Carolina Standard Course of Study](#) – North Carolina's Standard Course of Study defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students know and should be able to do.

[Wallace Foundation](#) – The Wallace Foundation supports and shares effective ideas and practices to improve learning and enrichment opportunities for children. The website offers multiple resources to support program planning and implementation.

[Whole School, Whole Community, Whole Child \(WSCC\) Model](#) –The WSCC Model expands on the eight elements of the Coordinated School Health (CSH) approach from the Center for Disease Control and Prevention (CDC) and is combined with the whole child framework. CDC and [ASCD](#) developed this expanded model - in collaboration with key leaders from the fields of health, public health, education, and school health - to strengthen a unified and collaborative approach designed to improve learning and health in our nation’s schools. NC Healthy Schools frames its work in the context of this model.

[You for Youth](#) – Developed in partnership with USED, the website provides an online professional learning community that helps you connect with your colleagues and share what you've learned about best practices. You asked for professional learning opportunities in areas such as (1) supporting positive relationships with children and youth, (2) providing professional development and technical assistance opportunities, (3) creating partnerships, (4) managing your program, and (5) leading your staff.

Appendix E: Summer Intensive Program Development and Implementation Resources

Creating Safe and Inclusive School Environments

[U.S. Department of Education](#)

The U.S. Department of Education believes all students deserve learning environments that are safe, inclusive, supportive, and fair. To support schools across the nation to intentionally implement evidence-based practices and policies that build positive school communities for students and staff, the Department has developed the following resources:

- [Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#)
- [Guiding Principles and Best Practices in School Discipline to Support Students' Social, Emotional, Behavioral, and Academic Needs](#)

Kindergarten Transition Programs

[Attendance Works](#)

Attendance Works has developed the “Early Matters: Site Level Practices” Toolkit to support the development and implementation of high-quality kindergarten transition programs focused on developing strong attendance habits among families prior to the start of the school year.

[Education Commission of the States Special Report](#)

The “Transitions and Alignment from Preschool to Kindergarten” (2018) special report outlines effective components of high-quality transition programs for kindergarteners.

[Georgia Department of Education](#)

GADoE has developed transition tool kits for kindergarten through 12th grade. The resources are available in English and Spanish and include supplemental videos.

[National Head Start Association – New Early Childhood Coordination Requirements in the ESSA](#)

NHSA developed a guide outlining steps LEAs can take to have effective coordination with Head Start and other early childhood programs regarding kindergarten transitions.

[New America](#)

New America is a resource center and idea hub that offers several resources regarding developing and implementing high-quality, evidence-based kindergarten transition programs.

- [Toolkit for Effective and Supportive Transitions for Children, Families, and Educators in Fall 2021 and Beyond](#)
- [Toolkit for Using Policy to Enable Effective and Supportive Transitions for Children, Families, & Educators](#)

Middle School Transition Programs (5th to 6th grade)

[A Guide for Planning Transitions to Secondary \(6-12\) School](#)

Attendance Works has developed “A Guide for Planning Transitions to Secondary (6-12) School”. This transition planning guide helps secondary school leaders work with district and school teams to develop a data-informed transition plan that supports the engagement of students and families so that students are more likely to attend or participate.

[Association for Middle Level Education \(AMLE\)](#)

AMLE has developed several resources connecting best-practice research to high-quality transition programming planning and implementation for middle school students:

- [Supporting Young Adolescents’ Transition in and out of the Middle School](#)
- [Transitioning Young Adolescents from Elementary to Middle School](#)
- [Welcoming Students to Middle School](#)

[FHI 360](#)

FHI 360's education work in the United States spans the continuum of learning and development from early childhood to adulthood. FHI 360's compiled a guide of strategies and resources to support effective middle school transitions.

[Georgia Department of Education](#)

GADoE has developed transition tool kits for kindergarten through 12th grade. The resources are available in English and Spanish and include supplemental videos.

[IRIS Center at Peabody College – Vanderbilt University](#)

The IRIS Center is a national center providing learning modules regarding the use of effective evidence-based practices and interventions in the classroom. The linked module focuses on how to develop student-centered transition plans, especially for students with IEPs.

[Making the Change from Elementary to Middle School](#)

The American Counseling Association has published the article “Making the Change from Elementary to Middle School” (2016) highlighting the importance of developing and implementing comprehensive middle school transition programs for elementary students.

[National Technical Assistance Center on Transition](#)

The NTACT produced an annotated bibliography (2018) to support the planning practices of stakeholders developing and implementing middle school transitions for students. The resources in the guide can be used to design programs to support all students and particularly students with disabilities.

[PACER Center](#)

The PACER Center has published the report “Making the Move from Elementary to Middle or Junior High School: Transition Tips for Parents of Students with Disabilities” (2017) highlighting best practices for middle school transitions that are applicable to all students, and specifically discusses how to support those students with additional needs.

[High School Transition Programs \(8th to 9th grade\)](#)

[A Guide for Planning Transitions to Secondary \(6-12\) School](#)

Attendance Works has developed “A Guide for Planning Transitions to Secondary (6-12) School”. This transition planning guide helps secondary school leaders work with district and school teams to develop a data-informed transition plan that supports the engagement of students and families so that students are more likely to attend or participate.

[Charting a Course for the Future – A Transition Toolkit](#)

CDE has developed the “Charting a Course for the Future – A Transition Toolkit” to support educators as they support students in secondary transitions.

[Ensuring Successful Student Transitions from the Middle Grades to High School](#)

ECS published the policy brief “Ensuring Successful Student Transitions from the Middle Grades to High School” (2008) outlining expert recommendations for successful high school transition programs.

[FHI 360](#)

FHI 360's education work in the United States spans the continuum of learning and development from early childhood to adulthood. FHI 360's compiled a guide of strategies and resources to support effective high school transitions.

[Georgia Department of Education](#)

GADoE has developed transition tool kits for kindergarten through 12th grade. The resources are available in English and Spanish and include supplemental videos.

[PACER Center](#)

The PACER Center has a variety of resources highlighting best practices for high school transitions that are applicable to all students, and specifically discusses how to support those students with additional needs.

[Virginia Department of Education](#)

The VDOE offers a variety of Secondary Transition Resources for educators developing and implementing secondary transition resources.

Intensive Tutoring Programs

[Accelerating Student Learning with High-Dosage Tutoring](#)

The EdResearch for Recovery Project developed the “Accelerating Student Learning with High-Dosage Tutoring” (2021) handbook outlining design principles for effective tutoring.

[High Impact Tutoring Toolkit](#)

TEA partnered with the National Student Support Accelerator to develop the “High Impact Tutoring Toolkit” for designing and implementing tutoring programs.

[High-Impact Tutoring: Accelerating Student Learning](#)

Office of the State Superintendent of Education – Washington DC developed the “High-Impact Tutoring: Accelerating Student Learning” (2022) handbook for local districts and schools.

[High-Impact Tutoring: District Playbook](#)

National Student Support Accelerator seeks to ensure every student in need has access to an effective tutor and developed the “High-Impact Tutoring: District Playbook” to support the development of high-quality tutoring programs nationwide.

[National Partnership for Student Success](#)

NPSS provides technical assistance on establishing high-quality, intensive tutoring programs.

[New Analysis of Best Practices from State High-Impact Tutoring Programs](#)

The Education Trust published the press release, “New Analysis of Best Practices from State High-Impact Tutoring Programs” (2022) highlighting five states’ evidence-based strategies to accelerate student learning through tutoring.

Credit Recovery Programs

[US Department of Education](#)

US Department of Education published an issue brief on credit recovery (2018) providing an overview of credit recovery research and nationwide survey results regarding credit recovery programs.

[Using ESSER Funds for Supportive, Targeted, & Flexible Credit Recovery](#)

ERS developed the “Using ESSER Funds for Supportive, Targeted, & Flexible Credit Recovery” handbook which provides credit recovery program best practices and samples of successful programs.

Comprehensive Mental Health Support Programs

[Mental Health and Schools: Best Practices to Support our Students](#)

The Baker Center for Children and Families is an evidence-based policy institute who published the report, “Mental Health and Schools: Best Practices to Support our Students” (2023) which offers research, best practices, and examples of comprehensive mental health programs in school settings.

[Mental Health Resources for K-12 Schools](#)

The multi-agency collaborative effort, SchoolSafety.gov, published a “Mental Health Resources for K-12 Schools” resource guide including links to a variety of resources, programs and tools school communities can reference on mental health.

[National Center on Safe and Supportive Learning Environments](#)

The National Center on Safe and Supportive Learning Environments works to support stakeholders nationwide to implement trauma-informed programs. The Center has also

developed the worksheet, [“Implementing School Mental Health Supports: Best Practices in Action”](#) which provides resources, examples, and checklists to ensure the implementation of comprehensive mental health supports in school settings.

[The Wisconsin School Mental Health Framework](#)

The Wisconsin Department of Public Instruction developed, “The Wisconsin School Mental Health Framework” (2015) guidance which outlines best practices in tiered approaches to mental health supports and provides examples of community mental health service partnership models.

[Youth.gov](#)

A federal resource outlining definitions, research and best practices for school based mental health programs.

Appendix F: Application Scoring Rubric

Applications for the 21st CCLC program are reviewed by experts with knowledge of the disciplines and programs provided for youth in the out-of-school time environment. To assist with your proposal development, the following section provides you with the scoring rubric that reviewers will use to evaluate your application.

FUNDING APPLICATION

Budget (Budget is estimated – final budgets will be reviewed for SBE approved applicants)

Grant Details Entry Fields

1. **Total Amount Requested, Proposed Number of Afterschool Programming Slots, Proposed Number of Summer Programming Slots (if applicable)**
2. **Absolute Priority (Verify and log in during Screening - Information for Level II Evaluation)**
 - Verify that schools listed are at least an average of 40% poverty rate and receive Title I services [NC Public Schools Poverty Percentage List](#)
3. **Competitive Priorities (Verify and log in during Screening - Information for Level II Evaluation)**
 - Verify all required documents are signed by all organizations and/or agencies for jointly submitted applications (MOUs and Assurances and Certifications as noted are signed by all partner organizations/agencies)
 - Verify if project will serve [Comprehensive Support and Improvement \(CSI\) Schools and/or Targeted Support and Improvement Schools](#)
 - Verify if project has a summer program component
 - Verify if project will operate with extended hours aligned with NCDPI definitions and requirements
 - Verify if project will operate 21st CCLC Program Sites in counties that have not hosted 21st CCLC Program Sites in the last (3) grant competitions
4. **Organization Type (Log in during Screening)**
5. **Program Abstract (Level I Review - reviewers read to provide context for the proposal)**

6. Needs Assessment (15 is the highest possible score.)

The applicant describes relevant data from multiple sources that objectively and effectively demonstrate the: a) academic needs of targeted students; b) enrichment needs of targeted students; and c) needs of the families of targeted students in supporting their educational development.

Dimensions		Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
Applicant provides:	a) Use of data to demonstrate academic needs of targeted students	Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the academic needs of targeted students	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the academic needs of targeted students.	Vague or confusing summary of the academic needs of students the program proposes to serve.
	b) Use of data to demonstrate enrichment needs of targeted students	Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the enrichment needs of targeted students.	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the enrichment needs of targeted students.	Vague or confusing summary of the enrichment needs of students the program proposes to serve.
	c) Use of data to demonstrate needs of families of targeted students in supporting their student's educational development	Well-organized summary of relevant data (including both qualitative and quantitative) that clearly demonstrates the needs of families of targeted students in supporting their student's educational development.	Somewhat clear summary of relevant data (including both qualitative and quantitative) demonstrating the needs of families of targeted students in supporting their student's educational development.	Vague or confusing summary of the needs of families to support their student's educational development.

Circle your score for Needs Assessment. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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8. Student Academic and Enrichment Program Design: (25 is the highest possible score.)

The applicant clearly describes the: a) overall program design for afterschool and summer (if applicable) and its alignment with the identified needs of targeted students; b) academic and enrichment goals, objectives, and outcomes for targeted students that illustrate a theory of change; c) improvement activities in core academic areas to help students meet State academic standards; d) enrichment activities that will complement students' regular academic program; and e) the rationale (e.g., research-based evidence, best practice, prior promising experience) for selecting effective program components (academic and enrichment).

Dimensions		Leading (25-18 points)	Developing (17-9 points)	Lacking (8-1 points)
Applicant provides:	a) Program design aligns with the needs of targeted students	Clear summary of the overall program design and how it aligns with the identified needs of the targeted students.	Somewhat clear summary of the overall program design, with only general alignment to the needs of the targeted students.	Vague or incomplete summary of the program design with little or no alignment to the needs of the identified students.
	b) Academic and enrichment goals, objectives, and outcomes	Clearly identified academic and enrichment goals, objectives, and outcomes that illustrate a logical theory of change.	Somewhat clear academic and enrichment goals, objectives, and outcomes that suggest a theory of change.	Vague or incomplete goals, objectives and/or outcomes that do not provide a coherent theory of change.
	c) Improvement activities in core academic areas to help students meet State academic standards	Focused and clear description of planned academic improvement activities that will address students' academic needs (help students meet State academic standards).	Somewhat clear description of planned academic improvement activities that will address students' academic needs (help students meet State academic standards).	Vague or incomplete description of planned academic improvement activities.
	d) Enrichment activities that complement regular academic program	Clear description of planned enrichment opportunities that will complement the students' regular academic program.	Somewhat clear description of planned enrichment opportunities that will complement the students' regular academic program.	Vague or incomplete description of enrichment opportunities, or how they complement the students' regular academic program.
	e) Rationale for selecting effective program components (academic and enrichment)	Clear rationale (using evidence from research, best practice, prior promising experience) as to how proposed program academic and enrichment components are expected to result in improved student outcomes.	Somewhat clear but general rationale with incomplete or unconvincing evidence as to how as to how proposed program academic and/or enrichment components will result in improve student outcomes.	Vague or confusing rationale for proposed program components.

Circle your score for Student Academic and Enrichment Program Design. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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9. Student Academic & Enrichment Program Schedule: *(5 is the highest possible score.)*

The applicant provides a clearly detailed schedule narrative and sample(s) of student academic and enrichment schedule(s) that reflect academic year and summer programming (if applicable). ¹						
Dimensions		Leading (5 points)	Developing (4-2 points)		Lacking (1 point)	
Applicant provides:	(a) Sample student academic and enrichment weekly schedule(s)	Clear description of the overall schedule of activities to be provided to students.	Somewhat clear description of the overall schedule of activities to be provided to students. ¹		Confusing or incomplete description of the overall schedule of activities to be provided to students. (e.g., missing time slots, days, site schedules).	
Circle your score for Program Schedule. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.						
		5	4	3	2	1
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10. Family Engagement: (15 is the highest possible score.)

The applicant provides detailed description of the: a) engagement activities aligned to the identified needs of families of targeted students; b) family engagement goals, objectives, and outcomes; and c) family outreach for student recruitment, persistent attendance, and active family participation (including in three required workshops).

Dimensions		Leading (15-11 points)	Developing (10-6 points)	Lacking (5-1 points)
Applicant provides:	a) Engagement activities aligned to the identified needs of families of targeted students	Detailed description of engagement activities (including literacy and related educational development) aligned to family’s identified needs that will be offered to help families effectively support their student’s academic success.	General description of engagement activities (including literacy and/or related educational development) aligned to family’s identified needs that will be offered to help families support their student’s academic success.	Brief or incomplete description of activities to be provided to families. May also lack a focus on family support for the academic success of students and/or alignment to identified needs.
	b) Family engagement goals, objectives, and outcomes.	Clear and convincing description of family engagement goals, objectives, and outcomes.	Somewhat clear family engagement goals, objectives, and outcomes.	Vague or incomplete family engagement goals, objectives and/or outcomes.
	c) Family outreach for student recruitment, and attendance,	Detailed description of family outreach efforts that will positively impact proposed enrollment of targeted students, and persistent student attendance, and active family engagement (e.g., required workshops, family events).	General description of family outreach efforts that will positively impact proposed enrollment of targeted students, persistent student attendance, and active family engagement (e.g., required workshops, family events).	Brief or incomplete description of family outreach efforts related to enrollment of targeted students, persistent student attendance, and/or family engagement (e.g., required workshops ² , family events).

Circle your score for Family Engagement. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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11. Project Administration: (25 is the highest possible score.)

The applicant describes clear plans for managing the program including: a) operating the program with well-qualified staff; b) ensuring staff recruitment and retention; c) providing professional development/training that is aligned to program goals to ensure students receive quality academic and enrichment learning opportunities; d) conducting accessible community dissemination efforts; and e) ensuring students are transported safely to and from 21st CCLC site(s).

Dimensions	Leading (25-18 points)	Developing (17-9 points)	Lacking (8-1 points)
a) Plan to operate the program with well-qualified staff	Detailed staffing plan that includes description of the roles, responsibilities, and qualifications of key personnel; and number of staff proposed (professional and paraprofessional); and, if applicable , volunteer management.	General description of staffing plan about the roles and responsibilities of key personnel; number of staff; and if applicable , volunteer management.	Vague or incomplete staffing plan.
b) Staff recruitment and retention plan	Detailed plan as to how staff (leadership, instructional, support, and volunteers) will be recruited and strategies for retention to ensure staff/student ratio supports safe and effective implementation of proposed programming.	General description of how staff (leadership, instructional, support, and volunteers) will be recruited and strategies for retention to ensure staff/student ratio supports safe and effective implementation of proposed programming.	Vague or incomplete staffing recruitment and/or retention plan.
c) Professional development/training for staff & volunteers	Well-developed plan for staff training, including volunteers, to improve staff knowledge of program goals, ethical conduct, safety procedures, and the provision of quality education.	General description of training plan for staff and volunteers to improve knowledge and skills but lacking in some details.	Vague or incomplete plan for staff training.
d) Accessible community outreach and dissemination efforts	Detailed plan for informing the community about the learning center, including its location(s), in a manner that is understandable and accessible (e.g., native language, visual and hearing impairments).	General description for informing the community about the learning center in a manner that is understandable and accessible.	Vague or incomplete plan for informing the community about the learning center.
e) Student transportation	Clear and specific description of how the transportation needs of participating students will be addressed, including safe transport to and from the 21 st CCLC site(s) and home.	General description of how the transportation needs of participating students will be addressed, including safe transport to and from the 21 st CCLC site(s) and home.	Vague or confusing information as to how students will be safely transported to and from the 21 st CCLC.

Circle your score for Project Administration. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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Capacity to Implement, Partner, and Sustain: (20 is the highest possible score.)

The applicant clearly describes the organization’s/agency’s: a) past experience/success or capacity to provide high-quality academic and enrichment activities and services; b) plan to collaborate with targeted schools and stakeholders throughout the year to continually assess students and refine activities and services to ensure ongoing high-quality academic enrichment opportunities are provided; c) ability to leverage school and community-based resources (intended collaborations and partnerships) to enhance proposed services); and e) approach to funding sustainability after the grant ends.

Dimensions		Leading (20-15 points)	Developing (14-7 points)	Lacking (6-1 points)
Applicant provides:	a) Prior success or capacity to provide proposed academic and enrichment activities and/or services	Detailed and thorough documentation of past success in implementing proposed services, and/or convincing description of how the lead organization and/or its partners have the capability to deliver high-quality academic and enrichment activities and/or services. Documentation of offered examples should reflect tangible and positive outcomes.	Some record of past success in implementing proposed services, and/or convincing description of how the lead organization and/or its partners have the capability to deliver high-quality academic and enrichment activities and/or services.	Limited to no evidence of past success or any mention of how the applicant will ensure high-quality academic and/or enrichment activities and/or services are provided.
	b) Collaboration to ensure high-quality academic and enrichment opportunities	Detailed plan of how the lead organization/agency will collaborate throughout the school year with targeted school staff and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic and enrichment services opportunities are provided.	General plan as to how the lead organization/agency will collaborate throughout the school year with targeted school staff and stakeholders to continually assess needs and refine activities and services to ensure high-quality academic and enrichment services opportunities are provided.	Vague or ill-defined plan as to how the lead organization/agency will collaborate throughout the school year with targeted schools and stakeholders to continually assess needs and refine activities and services.
	c) Leveraging of school and community-based resources	Detailed description of how school and community-based resources will be leveraged to ensure that a fast start up is feasible and will support strong implementation of proposed activities and services.	General description of how school and community-based resources will be leveraged to implement the proposed program but leaves some doubt about ability to get off the ground quickly or support sustained implementation.	Vague or confusing description of key resources secured to implement the proposed program.
	d) Plan for seeking support for sustaining program beyond grant	Detailed and convincing approach to increasing community support and securing funding beyond the grant.	General approach to increasing community support and securing funding beyond the grant.	Vague or limited description regarding increasing community support and/or securing funding beyond the grant.

Circle your score for Capacity to Implement, Partner, and Sustain. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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13. Evaluation Plan and Use of Data: (20 is the highest possible score.)

The applicant includes: a) a clear set of program effectiveness/student success measures aligned to the program’s proposed goals, objectives, and outcomes, including at least one program attendance measure, one academic achievement² measure, and one family engagement measure; b) a data collection plan describing how the data for the program effectiveness/student success measures outlined will be collected and analyzed; c) a description of the organizational capacity to implement proposed data collection plan and for completing reporting; and d) a description of how data will be used for program improvement and evaluation reports will be shared.

Dimensions		Leading (20-15)	Developing (14-7)	Lacking (6-1)
Applicant provides:	a) Program effectiveness measures aligned to proposed goals, objectives, and outcomes	Clear and specific articulation of program effectiveness measures that are aligned with the program’s proposed goals and objectives (including <u>at least</u> one program attendance measure, one academic achievement measure, and family engagement measure).	Somewhat clear articulation of program effectiveness measures that are aligned with the program’s proposed goals and objectives (including <u>at least</u> one program attendance measure, one academic achievement measure, and family engagement measure).	Incomplete or confusing description of program effectiveness measures.
	b) Data collection plan for program effectiveness measures	Clear and specific description of how student data of various types will be collected and analyzed to evaluate program effectiveness (including assurances that the organization has access to the student-level data described).	General description of how student data of various types will be collected and analyzed to evaluate program effectiveness (including assurances that the organization has access to the student-level data described).	Vague or confusing description of how student data will be collected and analyzed to evaluate program effectiveness.
	c) Organizational capacity to implement proposed data collection plan and for completing required reporting	Clear and convincing description of organizational capacity (internal or external) to implement the proposed data collection plan and for completing required reporting.	Somewhat clear or general description of organizational capacity (internal or external) to implement the proposed data collection plan and/or for completing required reporting.	Vague or confusing description of organizational capacity for data collection and reporting.
	d) How data will be used to improve the program and evaluation reports will be shared	Clear and convincing description of how data will be used to ensure ongoing, continuous program improvement (including discussion of data with stakeholders and partners) and how evaluation reports on program effectiveness will be shared.	Somewhat clear, but general description of how data will be used to ensure ongoing, continuous improvement and/or how evaluation reports on program effectiveness will be shared.	Vague or confusing description of how data will be used to improve the program and/or to report on program effectiveness.

Circle your score for Evaluation Plan and Use of Data. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.

	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
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14. Budget Narrative and Alignment: (10 is the highest possible score.)

The applicant provides a detailed budget narrative that demonstrates that: a) costs are aligned with proposed program activities, services, and administration; and b) costs are reasonable and necessary given the design scope and size of the proposed program.											
Dimensions		Leading (10-8 points)			Developing (7-4 points)			Lacking (3-1 points)			
Applicant provides:	a) Budget narrative aligns to proposed program	Detailed budget narrative that clearly aligns costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).			General budget narrative that provides somewhat clear alignment of costs to proposed programming and administrative functions (e.g., staffing, facilities, evaluation).			Budget narrative is incomplete or unclear as to how costs align with the programming purpose or needs.			
	b) Costs are reasonable and necessary	Detailed budget narrative sufficiently demonstrates that costs are reasonable and necessary given the program design and size.			General budget narrative suggesting that most costs are reasonable and necessary.			Incomplete or unclear breakdown of costs raises serious questions about whether costs are reasonable and/or necessary.			
Circle your score for Budget Narrative and Alignment. Note: An empty text box or entry of 'N/A' in the narrative box will yield a score of zero (0) points.											
		10	9	8	7	6	5	4	3	2	1
This space provided to record your notes on this section.											

NOTE: CCIP does not include a field for “Overall Proposal Alignment;” rather, the grant reviewers will look across all sections of the proposal to determine, as a whole, how well-aligned and coherent the components of the proposal are, and the degree to which the proposal makes a compelling case for the need of the program and the likelihood the program will have positive student impacts.

Overall Proposal Alignment (All) (10 is the highest possible score.)

Applicant provides a proposal that, as a whole, is: a) coherent and aligned across all sections of the application; and b) makes a compelling case for the need and rationale for the program and its likelihood for positive student impact (measurable student success).											
Dimensions		Leading (10-8 points)			Developing (7-4 points)			Lacking (3-1 points)			
Applicant provides:	a) Alignment across sections of the proposal	Well-written proposal that is coherently aligns all sections of the application.			Somewhat clear proposal that is aligned across most sections of the application.			Confusing proposal that is limited in alignment and fragmented across several sections.			
	b) Case for need and for the likelihood of measurable student success	Proposal makes a compelling case for need and rationale for the program, and for the likelihood of measurable student success.			Proposal makes a general case for the need and for the likelihood of measurable student success.			Proposal lacking or incomplete in the case it makes regarding the need, and for any likelihood of measurable student success.			
Circle your score for Overall Proposal Alignment. No individual text box. Score for overall alignment across all narrative sections.											
		10	9	8	7	6	5	4	3	2	1
<i>This space provided to record your notes on this section.</i>											

Appendix G: Appeals Process

In accordance with federal rules, NCDPI provides applicants or recipients with the opportunity for a hearing to appeal NCDPI's final action under an applicable federal program. See 34 C.F.R. § 76.401(a), 34 C.F.R. § 76.783 and 20 U.S.C. 1231b-2. Specifically, the applicant or recipient must allege that NCDPI violated State or Federal law, rules, regulations, or guidelines in:

- 1) disapproving or failing to approve its application or program in whole or part,
- 2) failing to provide funds in amounts in accord with the requirements of laws and regulations,
- 3) ordering, in accordance with a final State audit resolution determination, the repayment of misspent or misapplied Federal funds, or
- 4) terminating further assistance for an approved program.

No other grounds for appeal will be accepted or considered.

To request a hearing, the appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought within 30 days of the NCDPI's action (e.g., notification of any action under 1 through 4 above). The request must have an original signature of the authorized agent who signed the application, if available. If that individual is not available, the request must have the original signature of another individual who is authorized to sign official documents.

An original and two copies of the request for a hearing must be submitted by one of the following methods:

1. Certified mailed with a return receipt required (within 30 days based on the postmark) to:

Mailing Address:

Alex Charles, Senior Director
Office of Federal Programs
North Carolina Department of Public Instruction
Mail Service Center 6307
Raleigh, NC 27699

2. Hand-delivered to:

Physical Address:

Alex Charles, Senior Director
Office of Federal Programs
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27699

Within 30 days of receiving the hearing request, NCDPI will hold a hearing on the record to review its action. Pursuant to *In re Appeal of Clovis Unified School District*,¹ the applicant or recipient will receive notice of the hearing and have the opportunity to participate and be represented by counsel.

The hearing will be conducted by an impartial hearing officer. During the hearing, the parties will have the opportunity to present and challenge evidence in an orderly fashion before an impartial decision maker. No later than 10 days after the hearing, the hearing officer, as the impartial decision maker, will issue a written ruling to NCDPI including findings of fact and reasons for the ruling. The parties may waive these deadlines by mutual consent in writing.

The written ruling will be reviewed by the Business Operations Committee for the NC State Board of Education. This committee will make a recommendation to the full board for review and final approval. NCDPI will rescind its action if it determines the action conflicts with Federal or State laws and regulations governing the applicable program. If after review, NCDPI does not rescind its action, the applicant or recipient may appeal to the Secretary of the U.S. Department of Education within 20 days of being notified of the result.

NCDPI will make all records pertaining to any review or appeal of the applicant or recipient available at reasonable times and places to the applicant or recipient. This includes records of other applicants.
